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ABSTRACT

Promoting vocational gender equity in Wisconsin was the major goal of the Equity Leadership Project. The project provided technical assistance, coordination, training, and resources to 169 new and continuing projects in school districts throughout the state. In addition, the project coordinated the training of the Wisconsin Vocational Equity Leadership Cadre and published two issues of the "Vocational Equity News," which served as a resource to local districts and gender equity projects. The primary focus of the project was on training regional equity leaders responsible for assisting local district staff in implementing the Wisconsin Model for Sex Equity in Career and Vocational Education. Training was provided in three areas: resources, skills, and knowledge for building commitment and direction; assessment of equity in the local school district, and development and implementation of long-range equity plans. (The report includes five appendixes that provide the following information: (1) a list of Leadership Cadre participants; (2) cadre meeting agendas and evaluations; (3) resource handouts; (4) newsletters; and (5) the 1991-92 composite report evaluation data.) (KC)

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ED 362 737

FY 92

EQUITY LEADERSHIP PROJECT

Center for Vocational, Technical and Adult Education

University of Wisconsin-Stout

Menomonie, WI 54751

Submitted by Linda L. Riley

Associate Researcher/Project Director

U.S. DEPARTMENT OF EDUCATION
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Equity Leadership Project
September, 1992

FINAL REPORT

CE 064807

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EQUITY LEADERSHIP PROJECT

FINAL REPORT

PROGRAM IDENTIFICATION

Name of Project:	Equity Leadership Project
	Statewide Project Center for Vocational, Technical and Adult Education University of Wisconsin-Stout
Total Budget:	$50,000
Project Contact Person:	Linda Riley
Title:	Associate Researcher/Project Director
Signature:	Linda L. Riley
Phone Number:	(715) 232-1885
Date:	September, 1992

PROJECT ABSTRACT

This project provided technical assistance, coordination, training and resources to CESA Consortium Equity projects implementing the Wisconsin Model for Sex Equity in Career and Vocational Education. Technical assistance was provided to 169 new and continuing school districts served through CESA Consortium projects. In addition, this project coordinated the training of the Wisconsin Vocational Equity Leadership Cadre and published two issues of the *Vocational Equity News* which served as a resource to local districts and CESA gender equity projects.

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EQUITY LEADERSHIP PROJECT - FINAL REPORT

INTRODUCTION:

Promoting vocational gender equity in Wisconsin was the major goal of the FY92 Equity Leadership Project funded by the Wisconsin Department of Public Instruction through Carl Perkins Funds. It was designed to provide technical assistance, coordination, training and resources to CESA Consortium Equity projects serving 169 school districts is Wisconsin. The primary focus of the project was to train regional equity leaders responsible for assisting local district staff in implementing the Wisconsin Model for Sex Equity in Career and Vocational Education. Training included resources, skills, and knowledges for building commitment and direction, assessing equity in the local school district, and developing and implementing long-range equity plans. This final report lists specific project objectives and describes outcomes and describes on page two through seven the activities and participants on the Profile of Activities/Support Services and Summary Data - Vocational Equity Activity Participants forms as required by the Wisconsin Department of Public Instruction.

WORKING DRAFT RECIPIENT UW-Stout

1990 CARL PERKINS ACT
TITLE IIB SEX EQUITY PROGRAMS
A PROFILE OF ACTIVITIES/SUPPORT SERVICES

TIVITY/PREPARATORY PPORT SERVICES	NUMBER OF CLOCK HOURS SPENT IN ACTIVITY	NUMBER OF INDIVIDUALS PARTICIPATING OR BEING SERVED STUDENTS M	STUDENTS F	STAFF	OTHER SPECIFY)
SINESS/SCHOOL PARTNERSHIPS	(*)				
REER DAYS	---				
ILD CARE	---				
UNSELING OF NON-TRADITIONAL STUDENTS	---				
RRICULUM DEVELOPMENT	---				
IVER EDUCATION TRAINING	---				
ELD TRIPS	---				
ANDS-ON" EXPLORATION OF NON-TRADITIONAL CAREERS	---				
-SCHOOL PROGRAM	---				
AISON WORK	(*)				
NK WITH VTAE PROGRAMS	(*)				
NTORING OPPORTUNITIES/MATCHUP	---				
TWORKING/SUPPORT GROUP ACTIVITIES	(*)				
N-TRADITIONAL OCCUPATION ADVOCATE	(*)				
CRUITMENT OF NON-TRADITIONAL STUDENTS	(*)				
GIONAL/AREA MEETINGS	60				
MEDIAL/TUTORING	---				
SOURCE DEVELOPMENT	(500)				
VIEW OF MATERIALS FOR BIAS	(*)				
EAKER PANELS	(*)				
AFF DEVELOPMENT - EQUITY ISSUES	72*			66 23/M-43/F	
ATEWIDE EQUITY CONFERENCE	16			298	
CHNICAL ASSISTANCE	200			255	65 Misc.
THER (PLEASE SPECIFY): Statewide Pre Conf.	8	---	---	67	3 Misc.
Equity Assessment Data Proc.	120	9,061	10,463	2,777	

*Components Included in Training

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WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
SUMMARY DATA –
Vocational Equity Activity Participants
PI-1319 (Rev. 8-89)

INSTRUCTIONS: Complete to summarize participant involvement activity funded by the Vocational Equity set-aside of the Carl Perk Vocational Education Act. Submit within 6 weeks of planned activ
Return address is preprinted on reverse

This information is collected for federal reporting and accountability purposes (per PL 98-524)

District: UW-Stout | CESA:

1 Participant Type	2 Total Number	3 Participants by Gender: Male	Female	4 Handicapped	5 Participants by Ethnic Category: Amer Indian/Alask Native	Asian/ Pacific Islander	Black	Hispanic	Wh
A Students									
B Parents									
C Administrators									
D Counselors									
E Elementary School Teachers									
F Middle/Jr. High School Teachers									
G High School Teachers									
H CESA Staff / Cadre	27	8	19	1	2				26
I Community Members									
J Business Persons									
K Voc. Adv. Committee Mbrs.									
TOTALS ▸	27	8	19	1	2				26

Person Completing form	Activity	Activity Date	Telephone Area/No.
Linda L. Riley	Training #1	7/19-21/91	(715) 232-1885

D
P
1

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

SUMMARY DATA –
Vocational Equity Activity Participants
PI-1319 (Rev. 8-89)

INSTRUCTIONS: Complete to summarize participant involvement activity funded by the Vocational Equity set-aside of the Carl Perk Vocational Education Act. Submit within 6 weeks of planned activ *Return address is preprinted on reverse.*

This information is collected for federal reporting and accountability purposes (per PL 98-524)

District: UW-Stout/DPI | CESA:

1 Participant Type	2 Total Number	3 Participants by Gender: Male	3 Participants by Gender: Female	4 Handicapped	5 Participants by Ethnic Category: Amer Indian/Alask Native	Asian/ Pacific Islander	Black	Hispanic	Wh
A. Students									
B. Parents									
C. Administrators									
D. Counselors									
E. Elementary School Teachers									
F. Middle/Jr. High School Teachers									
G. High School Teachers									
H. CESA Staff /Cadre	61	23	38				2		59
I. Community Members									
J. Business Persons									
K. Voc. Adv. Committee Mbrs.									
TOTALS ▸	61	23	38				2		59

Person Completing form: Linda L. Riley

Activity: Statewide Cadre-Training #2

Activity Date: 9/17-18/91

Telephone Area/No.: (715) 232-1885

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WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
SUMMARY DATA –
Vocational Equity Activity Participants
PI-1319 (Rev. 8-89)

INSTRUCTIONS: Complete to summarize participant involvement activity funded by the Vocational Equity set-aside of the Carl Perk Vocational Education Act. Submit within 6 weeks of planned acti *Return address is preprinted on reverse.*

This information is collected for federal reporting and accountability purposes (per PL 98-524)

District: UW-Stout/DPI | CESA: 10

1 Participant Type	2 Total Number	3 Participants by Gender: Male	3 Participants by Gender: Female	4 Handicapped	5 Participants by Ethnic Category: Amer Indian/Alask Native	5: Asian/ Pacific Islander	5: Black	5: Hispanic	5: Wh
A Students Other VTAE	23	7	16	1		2	5	3	13
B Parents									
C Administrators	8	8	0				1	1	6
D Counselors	5	2	3						5
E Elementary School Teachers	0								0
F Middle/Jr. High School Teachers	2	1	1	1					2
G High School Teachers	9	2	7	3					9
H CESA Staff/DPI	20	7	13		1		1		18
I Community Members	2	1	1						2
J Business Persons	1	1							1
K Voc. Adv. Committee Mbrs									
TOTALS ▸	70				1	2	7	4	56

Person Completing form: Linda Riley
Activity: Statewide Preconference
Activity Date:
Telephone Area/No.:

12

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WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
SUMMARY DATA –
Vocational Equity Activity Participants
PI-1319 (Rev. 8-89)

INSTRUCTIONS: Complete to summarize participant involvement
activity funded by the Vocational Equity set-aside of the Carl Perk
Vocational Education Act. Submit within 6 weeks of planned activ
Return address is preprinted on reverse.

This information is collected for federal reporting and accountability purposes (per PL 98-524).

District: UW-Stout | CES

1 Participant Type	2 Total Number	3 Participants by Gender: Male	Female	4 Handicapped	5 Participants by Ethnic Category: Amer Indian/Alask Native	Asian/ Pacific Islander	Black	Hispanic	Wh
A Students									
B Parents									
C Administrators	11								
D Counselors	25								
E Elementary School Teachers	7								
F Middle/Jr. High School Teachers	27								
G High School Teachers/VTAE	127								
H CESA Staff/Cadre	80								
I Community Members	17								
J Business Persons	4								
K Voc. Adv. Committee Mbrs.									
TOTALS ▸	298								

Did not collect this information

Person Completing form	Activity	Activity Date	Telephone Area/No.
Linda L. Riley	Statewide Equity Conference	11/19-20/91	(715) 232-1885

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WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
SUMMARY DATA –
Vocational Equity Activity Participants
PI-1319 (Rev. 8-89)

INSTRUCTIONS: Complete to summarize participant involvemen activity funded by the Vocational Equity set-aside of the Carl Perk Vocational Education Act Submit within 6 weeks of planned activ
Return address is preprinted on reverse

This information is collected for federal reporting and accountability purposes (per PL 98-524)

District UW-Stout | CES

1 Participant Type	2 Total Number	3 Participants by Gender Male	Female	4 Handi-capped	5 Participants by Ethnic Category Amer Indian/Alask Native	Asian/ Pacific Islander	Black	Hispanic	Wh
A. Students									
B. Parents									
C. Administrators									
D. Counselors									
E. Elementary School Teachers									
F. Middle/Jr. High School Teachers									
G. High School Teachers									
H. CESA Staff /Cadre	83	25	58	1		1	4	2	76
I. Community Members									
J. Business Persons									
K. Voc. Adv. Committee Mbrs.									
TOTALS ▸	83	25	58	1		1	4	2	76

Person Completing form: inda L. Riley
Activity: Statewide Equity Cadre Training #3
Activity Date: 1/28-29/92
Telephone Area/No.: (715) 232-1885

PROGRAM ACHIEVEMENT SUMMARY

DESCRIBE PROGRESS TOWARDS MEETING STATED PROJECT OBJECTIVES:

OBJECTIVE 1: Provide technical assistance and support to twelve CESA consortium projects implementing Phases I-V of the Wisconsin Model for Achieving Sex Equity in Career and Vocational Education in approximately 103 continuing and 35 new local school districts.

PARTICIPANTS AND OUTCOMES

The identification of participating districts was accomplished in September and October and a list of new and continuing districts was developed. The project actually worked with a total of 169 districts including 84 new districts and 85 continuing schools. See Table I, Wisconsin Gender Equity Leadership Project 1991-92 Participating Schools, New Schools on page 9, and Table II, Wisconsin Gender Equity Leadership Project 1991-92 Participating Schools, Continuing Schools on page 10. During the 1991-92 school year, 44 of these new school districts completed the assessment process. The schools participating in the assessment phase were provided with information regarding survey administration and processing as well as technical assistance throughout the process. The surveys were processed and compiled in a statewide composite report. See Table III, Equity Surveys Processed 1991-92 on page 11, and Appendix E for Composite Report.

As of June 30, 1992, this project had responded to approximately 320 requests for assistance from cadre members, CESAs, LEAs and other agencies and individuals in the areas of curriculum, activities and resources for implementing equity goals, workshop/training planning and evaluation, S.118.13 compliance and evaluation, complying with the sex equity requirements of Carl Perkins Title II-C, as well as administering surveys and interpreting data.

Table I

Wisconsin Gender Equity Leadership Project
1991-92 Participating Schools

New Schools

CESA #1

Arrowhead*	Elmbrook*	Nicolet*	Shorewood*
Brown Deer*	New Berlin*	Norris*	Whitefish Bay*

CESA #2

Albany*	Cambridge*	Monroe*	Waterford*
Beloit Turner*	East Troy*	Mount Horeb	Waunakee
Burlington*	Milton	Sun Prairie*	

CESA #3

Benton	Kickapoo	Mineral Point	Weston
Bloomington	Lancaster		

CESA #4

Black River Falls*	Cashton*	DeSoto*	LaFarge*

CESA #5

Almond-Bancroft*	Fall River*	Pardeeville	Tri County
Baraboo*	Lodi	Port Edwards	Wautoma*
Cambria-Friesland	Mauston	Randolph	Wild Rose*
Columbus*	Nekoosa	Rosholt*	Wisconsin Dells*
Elroy-Kendall-Wilton*	New Lisbon		

CESA #6

Appleton*	Campbellsport*	Horicon*	Lomira*
Berlin*	Fond du Lac*		

CESA #7

None

CESA #8

Coleman	Marinette	Pembine	Wausaukee
Crivitz			

CESA #9

Elcho	Prentice	Three Lakes	Tomahawk
Lakeland	Rib Lake		

CESA #10

Bloomer*	Chippewa Falls*	Neillsville*	New Auburn*
Cadott*	Eau Claire*	Fall Creek*	Stanley-Boyd*

CESA #11

Chetek	Ellsworth	Prairie Farm	Somerset
Clear Lake	Elmwood	Pepin	Webster

CESA #12

Ashland*	Bayfield	Maple Northwestern*	Mercer

*Schools Completing Equity Asessment in 1990-91

Table II

Wisconsin Gender Equity Leadership Project
1991-92 Participating Schools

Continuing Schools

CESA #1

Kenosha	Mukwonago	Oak Creek	West Allis
Kettle Moraine	Muskego/Norway	Waukesha	

CESA #2

Beloit	Edgerton	Monona	Oregon
Clinton	Janesville	New Glarus	Stoughton
DeForest	Johnson Creek		

CESA #3

Cuba City	North Crawford	Prairie du Chien	Southwestern
Darlington	Potosi	River Valley	Wauzeka
Dodgeville			

CESA #4

Arcadia	Norwalk-Ontario	Tomah	West Salem
Holmen			

CESA #5

Adams-Friendship	Reedsburg	Stevens Point	Wisconsin Rapids
Portage	Sauk Prairie		

CESA #6

Beaver Dam	Neenah	Ripon	Weyauwega-Fremont
Kewaskum	Omro	Rosendale-Brandon	Winneconne
Markesan	Oshkosh	West Bend	

CESA #7

Algoma	Howard-Suamico	New Holstein	Sheboygan
Ashwaubenon	Kewaunee	Seymour	Two Rivers
Green Bay			

CESA #8

Bonduel	Laona	Shawano-Gresham	Wittenberg-Birnamwood
Crandon	Oconto Falls	Tigerton	

CESA #9

Antigo	Merrill	Northland Pines	Wausau
D. C. Everest			

CESA #10

Gilman

CESA #11

Birchwood	Grantsburg	Cameron	River Falls

CESA #12

Butternut	Hurley	Superior	Washburn
Drummond	Maple (Northwestern)	South Shore (Port Wing)	Winter
Glidden	Mellen		
Hayward			

Table III

Equity/Career Surveys Processed 1991-92

Form	Number	% Male	% Female
7266 - Grades 2, 3, 4	4,392	51.1	47.8
7267 - Grades 5, 6, 7	3,447	50.1	48.6
7268 - Grades 7, 8, 9	4,237	50.2	47.6
7269 - Grades 9, 10, 11	3,047	49.2	47.2
7270 - Grades 11, 12	3,809	47.6	49.1
7271 - Administrator	191	70.2	26.2
7272 - Guidance Counselor	133	38.3	54.9
7274 - Teacher	2,453	31.6	65.7
Total Staff and Students Surveys Processed	21,709		

Note: In some cases percentages do not add up to 100% due to omits.

OBJECTIVE 2: Plan and coordinate four training workshops for the Wisconsin Vocational Equity Leadership Cadre with the DPI Administrator for Vocational Equity.

PARTICIPANTS AND OUTCOMES

A total of 65 people representing all twelve CESA's, the Vocational Studies Center, UW-Madison, CHOICES, Department of Health and Social Services, Wisconsin Board of Vocational, Technical and Adult Education, Wisconsin - Department of Public Instruction, Programs for Educational Opportunity as well as selected others, received 96 hours of training throughout the year. See Appendix A for list of members.

Four training workshops were completed as follows:

MEETING #1	July 19-20, 1991	Hayward, WI
MEETING #2	September 17-18, 1991	Wisconsin Dells, WI
STATEWIDE PRECONFERENCE	November 18, 1991	Stevens Point, WI
STATEWIDE CONFERENCE	November 19-20, 1991	Stevens Point, WI
MEETING #3	January 28-29, 1992	Stevens Point, WI

Agendas and evaluation summaries are included. Please see Appendix B.

Workshop materials and resources are compiled in a separate supplement to this report and a copy is enclosed. Additional copies are available for review at UW-Stout, Center for Vocational, Technical and Adult Education, Room 225C Applied Arts Building, Menomonie, Wisconsin 54751.

OBJECTIVE 3: Publish and disseminate two issues of the "Vocational Equity News" to share information with CESAs and local schools on equity resources, materials, strategies, events and initiatives.

PARTICIPANTS AND OUTCOMES

The fall issue of "Vocational Equity News" was published in November, 1991 and the spring issue in March, 1992. Three thousand copies of each were disseminated. Multiple copies were distributed to CESA project directors to share with participating local school personnel. Mailing lists for remaining copies include Local Vocational Education Coordinators, CPA Sex Equity Project Directors, Human Growth and Development Directors, Title IX Coordinators, Out-of-state Sex Equity Coordinators, Wisconsin Department of Public Instruction and Wisconsin Board of Vocational, Technical and Adult Education Staff and Cadre Members. The fall issue was distributed at the Statewide Sex Equity Conference in November. Copies of the newsletters are in Appendix D.

OBJECTIVE 4: Identify, collect, and disseminate equity research, materials, and resources to CESA equity cadre members and participating local district staff and develop equity expertise of project staff.

PARTICIPANTS AND OUTCOMES

Equity research, materials and resources are collected and reviewed on an on-going basis and shared with cadre members at regularly scheduled cadre meetings and through periodic mailings. Appendix C identifies some of the resources shared during 1991-92. Additional information and resources are shared through the newsletter and other requests for information/ resources are handled on an individual basis.

Updating skills and knowledges and increasing equity expertise of the project director was accomplished through participation in the NCSEE Conference, DPI Summer Vocational Conference, Wider Opportunities for Women (WOW) Leadership Development Institute, and other meetings and workshops on a statewide and regional level pertaining to equity, vocational education, staff development, school restructuring, leadership and diversity.

OBJECTIVE 5: Participate in the planning and implementation of the Statewide Equity Conference and Preconference, Fall, 1992.

PARTICIPANTS AND OUTCOMES

A significant amount of time was spent on the planning, implementation and evaluation of this conference. This project assisted in identifying topics and presenters; as well as contacting and orienting presenters, and analyzing and summarizing the evaluations. Conference records indicate 70 people participated in the pre-conference training and 298 attended the full conference.

Additionally, planning is underway for the 1993 Statewide Equity Conference to be held in November in Madison, WI.

OBJECTIVE 6: Provide consultation and support to CESA cadre members in their efforts to assist CPA Act, Title II-C recipients in meeting the sex equity requirements of the law.

PARTICIPANTS AND OUTCOMES

See Objectives #1 and #4.

DESCRIBE ANY ACHIEVEMENT BEYOND STATE OBJECTIVES

This project accomplished the following:

- Developed a "Status of Equity Report" describing the progress of local school districts in implementing the "Wisconsin Model."
- Collected information from CESAs regarding equity training and implementation needs.
- Conducted local district staff inservices and presented at regional and statewide conferences.
- Co-chaired Equi-Link at UW-Stout
- Served on WBVTAE Equity Advisory Committee
- Initiated "Gender Survey" Research Project to replicate 1982 Colorado study on "Differences in Perceptions of Being Male and Female" be completed in FY93.

CONCLUSIONS/RECOMMENDATIONS

Project activity evaluations and requests for input from the Department of Public Instruction staff, Equity Cadre Members, and LEA and CESA staff supported the need for continued training of regional equity experts.

Additionally, Wisconsin's Pupil Non-Discrimination Law 118.13 and the new federal vocational education legislation require increased sex equity initiatives on the part of Wisconsin school districts. As a result, the following recommendations are offered for continued training of equity professionals:

- Provide "Building Commitment and Direction" issue awareness level, training to new members of Wisconsin Gender Equity Cadre to assure all teachers understand the impact of sex bias and stereotyping on the career and academic expectations, choices and achievements of young women

- Provide advanced issues training to continuing cadre members to implement the Wisconsin Model.

- Analyze new Carl Perkins legislation equity requirements and in-service cadre members on methods of assisting local districts to assure compliance through participation of women and minorities in Tech Prep and Apprenticeship and Education for Employment programs in Wisconsin.

- Continue expansion on statewide gender equity conference to include issues of race and ethnic background as well as other protected classes in the state's pupil non-discrimination law.

- Continue dissemination of current gender equity related articles and research to equity project participants and assistance to cadre members implementing the "Wisconsin Model" in local school districts.

APPENDIX A

1991-92 Cadre Participant List

1991-92 Wisconsin Vocational Gender Equity Cadre Participants

CESA #1

Eileen Dagen*
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APPENDIX B

Cadre Meeting Agendas and Evaluations

AGENDA

Friday, July 19, 1991

	LOCATION: TELEMARK LODGE MEETING ROOM
8:30 - 9:00	Registration, Coffee & Rolls
9:00 - 9:30	Welcome and Overview- L. Riley, B. Schuler
9:30 - 12:30	PRESENTER: Bill Gollnick, WI-DPI
	TOPIC: "American Indians in Historical Perspective"
12:30 - 3:30	PRESENTER: John Anderson/Ginger Wilcox
	TOPIC: "Music, Dance and Spirituality in the Native American Culture"
3:30 - 6:00	RELAX, DINNER ON YOUR OWN
7:00 PM	LOCATION: Honor the Earth Pow-wow grounds Lac Courte Oreilles Reservation
7:00 PM	GRAND ENTRY

Saturday, July 20, 1991

	LOCATION: Lac Courte Oreilles Reservation
8:00	REGISTRATION FOR WALK/RUN
9:00 - 10:30	WALK/RUN (This is a spiritual not a competitive event. There is a fee (approx. $10) for participation which includes a T-shirt.
11:15 - 1:00	PRESENTER: Denise Sweet
	TOPIC: "Prejudice, Stereotyping and the Native American Woman"
1:00 - 2:00	LUNCH ON YOUR OWN

2:00 - 4:00 HONOR CEREMONY FOR THE WOMAN ELDER OF THE YEAR. (This is a once in a lifetime opportunity as this year's recipient is a member of the Lac Courte Oreilles tribe.)

DINNER/EVENING - ON YOUR OWN

We hope you will continue to enjoy the many activities at the Pow-wow. However, a variety of activities are available in the area. The resort also offers opportunities for golfing, tennis, horseback riding, fishing, swimming, and more.

Sunday, July 21, 1991

10:00 - 12:00 DEBRIEFING, SHARING, QUESTION AND ANSWER SESSION - Coffee and cake served.

LOCATION: Cabana, Lobby area Telemark Lodge

EQUITY LEADERSHIP PROJECT
CADRE MEETING #1
July 19-21, 1991

EVALUATION SUMMARY

QUESTION #1: HOW WILL YOU USE THE INFORMATION, SKILLS AND KNOWLEDGES FROM THIS WORKSHOP IN YOUR WORK?

ANSWERS:

- It will assist me with schools developing Vocational Equity Plans this year.
- I will duplicate a similar activity in California.
- In efforts to share information with staff as we address Indians in the curriculum.
- A major theme of staff development in CESA #5 this year will be multi-cultural education. The information presented and the pow wow will be very helpful to me when planning and working with schools.
- This added a great deal more understanding and depth to my past and future perception of native Americans.
- Integrate into teacher inservices and use with students in the classroom
- Will pass out information to the Equity committees in our schools as well as share pictures and stories with the social studies department.
- CESA inservices

QUESTION #2: HOW MUCH WAS NEW INFORMATION/EXPERIENCE?

ANSWERS:

- I would say about 80% was new information and it matched perfectly with my personal background in native American cultures.
- Some, especially Denise Sweet
- Almost all - Pow wow and presenters were all a unique experience
- Almost all information was new.
- All
- 75%
- So much
- I knew much of the history but appreciated the modern day and pow wow insights
- All new

QUESTION #3: WHAT WAS MOST HELPFUL?
ANSWERS:

- History by Bill was good background, John's presentation was excellent for setting the mood before the pow wow
- All will be helpful.
- The historical presentation from Bill and Denise; all was helpful; good mix of types of presentation and opportunities to participate.
- The experiential aspect in the natural setting
- All experiences, including the spiritual component was excellent
- Everything, participating in pow wow
- The opportunity to blend the formal knowledge with the informal involvement with the pow wow activities.

QUESTION #4: WHAT WAS THE LEAST HELPFUL?
ANSWERS:

- The entire program was helpful. I found nothing I did not find enriching!
- Nothing.

QUESTION #5: PLEASE COMMENT ON MEETING MANAGEMENT (CORRESPONDENCE, MATERIALS, PRESENTER, FACILITIES ETC).
ANSWERS:

- Excellent - Enjoyed the summer meeting opportunity. (How about Door County next summer.) Telemark was a fine facility. Also, thanks for allowing families to attend.
- Wonderful place to stay -
- Very good- fine job - "megawitch"
- All fine. Thanks for inviting me and hope you can join with California someday.
- Good. Would suggest having a health walk or spiritual each time. We have a neat nature walk through Point near the Holiday Inn.
- Presenters were excellent. Comfortable schedule.
- Excellent - Loved Telemark. Would liked to have played more.
- Excellent - well organized. The sessions were just the right length. Very knowledgeable and articulate presenters.

Wisconsin DPI Gender Equity Cadre
Agenda
Tuesday, September 17, 1991

8:30 - 9:00	Registration - Refreshments - Sign-up for Group Meals and Nature Walks	
9:00 - 10:00	Welcome Introductions Wisconsin Gender Equity Cadre Overview *Linda Riley, Project Director, WI DPI Gender Equity Leadership Project, UW-Stout* Overview of Year • DPI Equity Goals • CPA Report/Update • Surprises *Barbara Schuler, Administrator, Vocational Equity/Single Parent Programs, Wisconsin Department of Public Instruction*	
10:00 - 10:15	Break	
10:15 - 12:00	Kickoff - Speaker - *James Knight, Tucson, Arizona*	
12:00 - 1:00	Lunch	
1:00 - 2:30	Get Acquainted Activity - *Linda Riley*	
2:30 - 2:45	Break	
2:45 - 4:30	**LEVEL I - Meeting Room B**	**LEVEL II - Meeting Room A**
	• Equity - An Historical Perspective - *Barb Schuler, DPI* • WI DPI Gender Equity Cadre - *Barb Schuler, DPI* • 118.13 The Law, Its Implementation and Evaluation - *Pam Hillerschiem-Setz, CESA #5* • The "Wisconsin Model" -*Cecile Hoffman, CESA #3*	Training for Equity - Resources and Activities *Linda Riley, UW-Stout*
4:30	Adjourn	
	Optional Activities	
4:45 - 5:00	Video: "The Color of Her Song" (featuring Becky Taylor, Native American Dancer)	
5:15 - 6:15	Nature Walk/Run	
Dinner	On your own OR join friends. Sign up sheets for several restaurants will be available should you wish to dine with a group.	

Wisconsin DPI Gender Equity Cadre
Agenda
Wednesday, September 18, 1991

8:00 - 8:30	Coffee - Cadre Chair Meeting	
8:30 - 10:00	**LEVEL I - Meeting Room B**	**LEVEL II - Meeting Room A**
	• Equity and Educational Outcomes • How Sex Bias and Sex Role Stereotying Hurts Boys and Girls - *Barb Schuler, DPI*	• Equity and the Far Right - *Melissa Keyes, DPI*
10:00 - 10:15	Break	
10:15 - 12:00	A Definition of Multi-Cultural Education - *Addie Pettaway, DPI*	
12:00 - 1:00	Lunch	
1:00 - 2:15	Learning Styles - Respecting Differences - *Linda Riley, UW-Stout*	
2:15 - 2:30	Break	
2:30 - 3:00	Learning Styles (continued)	
3:00 - 3:30	Wrap-Up Evaluations CEUs	
3:30	Adjourn	

Drive Safely. See you at the **State Conference - November 18 - 20, 1991**. Mark your calendars for **Cadre Meeting #3 - January 28 - 29, 1992** (snow dates April 7 - 8, 1992).

Summary
Participant Reaction Form
Cadre Meeting #2
September 17 - 18, 1991
Wisconsin Dells, WI

[10] Level I Participant

[18] Level II Participant

Please complete the following questions by giving your opinions and reactions.

1.	How new were the topics or materials to you?	1= 0 Not New	2 = 3	3 = 7	4 = 16	5 = 2 Very New **(3.61)**
2.	How relevant or useful was the training to your work - did it meet your needs?	1 = 0 Not Very Useful	2 = 0	3 = 0	4 = 17	5 = 11 Of High Value **(4.39)**
3.	Do you feel the ideas and concepts can be immediately integrated into your work?	1 = 0 No	2 = 0	3 = 0 Somewhat	4 = 9	5 = 19 Yes **(4.68)**
4.	How effective were the presentations in getting ideas across to you?	1 = 0 Not Effective	2 = 0	3 = 1	4 = 14	5 = 13 Highly Effective **(4.43)**

5. Was there enough opportunity for questions and discussion?

   Too Much __1__ All That Was Needed __20__ Should Have Been More __7__

6. What was the <u>most</u> helpful information for you?

   Jim Knight - 16
   Learning Styles - 10
   Videos - 2
   Far Right - 1
   Resources - 1
   Materials Packet - 2
   Get Acquainted Activity - 1
   Pratical application of information - 1
   Variety of backgrounds of presentors - 2
   All - 3
   Multi-Cultural - 2
   Level I Meetings - 1

7. What was the <u>least</u> helpful information for you?

   Multi-cultural (too formal) - 2
   Far Right and Equity (too unstructured)/not enough time
   History
   Resources (too much discussion)
   Learning Styles - 2
   Creating on equity plan - already have one
   Instruments for assessment
   Anything read from overheads
   None - 7

... over ...

8. How would you rate the overall training? 1 = 0 2 = 0 3 = 2 4 = 14 5 = 12 **(4.36)**
Poor Excellent

Comments:

1) Well organized, stayed on time, varied program
2) High energy - very exciting to be involved
3) Great
4) Would like to see more of video with less talk
5) Have person in the Wellness...video as keynoter for 1992 State Conference
6) Have Jane Elliott Keynote for 1992 Statewide Conference
7) Very enjoyable group of people with lots of knowledge
8) Excellent learning atmosphere - very friendly
9) Learning Styles was a 5+

9. Please rate the following:

Meeting Facilities.....	1 = 0	2 = 1	3 = 0	4 = 7	5 = 20	**(4.64)**
Workshop Correspondence.	1 = 0	2 = 0	3 = 0	4 = 8	5 = 20	**(4.71)**
Rooms.....	1 = 0	2 = 0	3 = 0	4 = 3	5 = 25	**(4.89)**
Meals.....	1 = 0	2 = 0	3 = 3	4 = 10	5 = 15	**(4.43)**
	Poor				Excellent	

Other:

1) Would like copies of Addie's overheads/send in on diagnostic instruction to CESA #11 Deb Slagstad.
2) I was disappointed I arrived at noon and missed keynoter.
3) I would like Elliott @ primary meeting - time for some controversy
4) Super munchies
5) Fish and fowl, non-dairy vegetarian
6) Lets do the Learning Style Inventory.
7) I like formal presentations and then discussion. I think we get off the track on individual questions.
8) Keep up the good work, Linda.
9) Yes, I'm interested in the Learning Style Instrument.
10) Do Learning Style Survey
11) Excellent meeting, Linda! It is a real pleasure working with you and the Cadre.
12) Thanks for the handouts and packets of materials.
13) Thanks for your effort.
14) Enjoy the snacks and meals. They were so casual.
15) Smoke from hall came in room.
16) Meeting was scheduled during Jewish holiday.
17) Have speakers provide bibliography of the services - contact info.
18) Need info. on integrating "The Model" and P18.13 - Pupil Nondiscrimination Law)
19) Congratulations Linda! Well planned and organized - very informative.
20) I had a chance to network with other grups of people while here. Most helpful and time conserving.
21) Meeting facilities a little crowded.

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Name: _____ (optional)

1991

STATEWIDE

Equity Conference

MEETING THE CHALLENGES OF CHANGE

NOVEMBER 19 & 20

PROGRAM

Co-sponsored by:

Wisconsin Board of Vocational, Technical and Adult Education

Wisconsin Department of Public Instruction

Wisconsin Vocational Gender Equity Cadre

University of Wisconsin-Madison Vocational Studies Center

University of Wisconsin-Stout Center for Vocational, Technical and Adult Education

Office of Continuing Education/Extension

Schedule

Tuesday, November 19

- 8:00 - 9:00 a.m. Registration/Refreshments Preconvene II
- 9:00 - 10:15 a.m. General Session/Salons H, I, J

Economic Development: The Third Wave
Kathryn Keeley, President
Women Venture

The field of economic development is changing to reflect the continuing global economic shifts. The role of education is becoming a major factor in the U.S. and our ability to be competitive. Learn about eight economic shifts, the Third Wave in economic development, and our roles as educators.

- 10:15 - 10:30 a.m. Break/Preconvene II
- 10:30 - 11:30 a.m. General Session/Salons H, I, J

Empowering:
The Key to Gender Equity
Ron Hering, Speaker/Consultant
Peak Performance Center

Empowered, self-confident men and women treat each other equally. Men and women who have done their internal work, looked at their shadows and been initiated by their own gender - who know what it is to be a man or a woman - do not need to control and dominate.
The women's movement has enlightened many women. Now it's the men's turn to be enlightened. If we do not learn to initiate men so they do their own internal exploration and look at their dark side, we will not survive as a culture.

- 11:30 a.m. - 1:00 p.m. Luncheon/Holidome
- 1:00 - 2:30 p.m. Concurrent Sessions

Building Equity Knowledge (Choice of 4)

1. Strategies for Preventing Sexual Harassment in Your School District Salon H
Marta Larson, Field Service Specialist–Wisconsin
Programs for Educational Opportunity
University of Michigan

Presenter will outline elements of a school or district plan to prevent sexual harassment, and distribute a sample school board policy. Presenter will demonstrate and provide examples of curriculum and resource materials (both print and audiovisual) that may be used in efforts to prevent sexual harassment in schools. A handbook for teenagers' use in preventing sexual harassment, available in both English and Spanish, will be demonstrated..

2. Nontraditional Jobs: Blueprint for Action Salon J
Kathryn Keeley, President
Women Venture

This session will cover three different models of job training and placement for women entering non-traditional jobs. Recent survey and focus groups with employers, students, and faculty will be discussed. What are the trends for the future and how programs will develop under the changing economic climate will conclude the discussion.

3. Empowering Men – An Update of the Men's Movement Salon I
Ron Hering, Speaker/Consultant
Peak Performance Center

A look at the evolutionary changes happening to men as they look at their dark side, explore archetypes, learn from rituals and create their own space. We'll also explore why women fear this movement and why it needs to be honored.

4. Equity and Self-Esteem: Making Connections, Making Changes Salon K
Melissa Keyes, Consultant
Sex Equity Program
Wisconsin Department of Public Instruction

Should we pay attention to equity issues if we want to increase student self-esteem? This session will provide information on gender differences in student behaviors that may indicate lack of self-esteem, and focus on Wisconsin efforts to make positive changes for students and teachers.

- 2:30 - 2:45 p.m. Break
- 2:45 - 4:15 p.m. Concurrent Sessions

Building Equity Knowledge (Choice of 6)

1. Male Reproductive Health Concerns Salon J
Jon Benson, Training Specialist
Planned Parenthood of Wisconsin

Overview of sexuality and reproductive health concerns that affect males. Discussion of reasons why many of these needs/concerns go unmet.

2. Trades and Technology Training Tools for Tomorrow Salon I
Kris Clements, Carpentry Apprentice and Vocational Counselor
Vogel Brothers Building Company

Madison Area Technical College is home to a unique equity project "Tools for Tomorrow: Women in the Trades." This project helps women enter the skilled trades, becoming plumbers, electricians, carpenters, steamfitters, sheetmetal workers, etc. Women presently make up between 1% and 3% of this labor force; hopefully these statistics will change as more women complete the program.

Teaching Mechanical Competencies
Carolyn Mewhorter, Associate Dean Student Services
Virgil Noordyk, Dean Technical Division
Fox Valley Technical College

A presentation on the findings of a projec to determine if aptitude can be taught. This pilot project included representatives from industry, the District Technical Division staff, and students in its development. Project results

suggest new recruitment tools for encouraging women to explore non-traditional educational and employment opportunities.

3. The Wisconsin Model in Action Salon L
Susan Foxwell, Research Coordinator
Co-author of Wisconsin Model for Sex Equity
University of Wisconsin–Stout
This sectional will provide for dialog about the Wisconsin Model - how sex-equity can be assessed and planned for in schools. Experiences of schools using the model will be profiled.

4. Teacher Training for Multi-Culturalism
Bill Reynolds, Associate Professor Salon K
Department of Education
University of Wisconsin–Stout
This presentation will focus on developing multi-cultural perspectives in classrooms. The presenter will discuss the necessity of developing these perspectives. He will also discuss methods for developing these perspectives in classroom teachers as well as preservice teachers. The debate over the "canon" will also be discussed.

5. Pupil Nondiscrimination Guidelines at the K - 12 Level Salon H
Barbara Schuler, Vocational Equity Consultant
Bureau for Vocational Education
Wisconsin Department of Public Instruction
This session provides a summary of the Pupil Nondiscrimination Guidelines, 118.13 of the Wisconsin Statutes and PI 9 of the Wisconsin Administrative Code. There will be an activity related to the identification of examples of bias, stereotyping, and pupil harassment as they might occur in the schools.

6. Understanding & Preventing Harassment
Bob Gregg, Attorney Salon E
Tomlinson, Gillman, and Rikkers, S. C.
Madison, Wisconsin
Sexual harassment takes place every day. When does touching, picture display, sexual language, and certain behavior constitute sexual harassment? What some people see as mere horseplay, may be defined by the courts as sexual harassment. What do the anti-discrimination laws define as harassment behavior and what is appropriate - when are you legally liable? What are the legal responsibilities of teachers and managers in the educational environment when it comes to policies, procedures, and practices related to a work environment that is harassment free. This seminar explains the legal and practical rights and responsibilities regarding harassment under State and Federal Equal Rights Laws, and analyzes a variety of real life situations.

Wednesday, November 20

- 8:00 - 8:30 a.m. Refreshments/Preconvene II
- 8:30 - 9:30 a.m. General Session/Salons H, I, J

Strength Through Diversity
Cheryl Henderson Brown
Vocational Equity Specialist
Kansas State Department of Education
Cheryl Henderson Brown has extensive background, personally and professionally, in addressing the issue of diversity. As a child, she was involved in the Brown vs. Board of Education Supreme Court landmark school desegregation ruling. Throughout her life she has continued to work for equal opportunity, emphasizing strength through diversity.

- 9:30 - 9:45 a.m. Break/Preconvene II
- 9:45 - 10:45 a.m. Concurrent Sessions

Exploring Cultural Differences (Choice of 5)

1. African Americans Salon H
Linda Stewart, Executive Assistant
Wisconsin Board of Vocational, Technical and Adult Education
Historical overview of the African American educational experience; analysis of educational opportunities and experiences then and now; new and old ideas that can make a difference.

2. Southeast Asian Americans Salon I
Ying Lee, Grant Monitor/Community Development Specialist
Refugee Assistance and Poverty Program
Wisconsin Department of Health and Social Services
This presentation will focus on Southeast Asian refugees in Wisconsin, particularly the Hmong people; share some history and background of the Hmong; their adjustment, culture/family, how to provide an approachable and effective service environment for them, and include a 25 mm. video: "Becoming American."

3. Native Americans Salon J
Cathy Caldwell, Indian Education Coordinator
Stevens Point Public Schools
Native Americans - what are the prevailing imagery/stereotypes? Who are we today? How are Native Americans different from mainstream culture? This presentation will move back in time - to trace major historical events. What are Native American origins and contributions over time to mainstream culture? The presentation will then close with a look at the future.

4. Hispanic Americans Salon K
Carl Allsup, Director Ethnic Studies
University of Wisconsin–Platteville
Exploring cultural differences, political "culture," and the

experience of Hispanic Americans in education.

5. Cultural and Ethnic Legal Considerations Salon L
Yolanda Springfield, Attorney
Madison, Wisconsin

Ms. Springfield will share her experiences representing culturally different individuals along with issues of cultural and ethnic considerations present in the law. She will also address the mandatory arrest policy of police departments throughout the state.

■ 10:45 - 11:00 a.m. Break

■ 11:00 a.m. - 12:00 p.m. Concurrent Sessions

Exploring Cultural Differences (Choice of 5)
(repeat of 9:45 sessions)

■ 12:00 - 1:00 p.m. Luncheon/Grand Ballroom

■ 1:00 - 3:30 p.m. Concurrent Sessions

Training and Resource Materials (Choice of 4)

1. Sexual Orientation: Reading Between the Labels Salon J
Dissolving Barriers; Discovering Dreams
Eileen Littig, Director/Producer
NEWIST/CESA #7

Two new videos from NEWIST which will be shown on Wisconsin Public Television this school year. Participants will view both half-hour videos and review the print materials. "Sexual Orientation: Reading Between the Lines" features youth discussion issues facing gay and lesbian teens. Suggestions for classroom use. "Dissolving Barriers, Discovering Dreams" features people and programs to help at-risk youth in Northeastern Wisconsin. School/community/business cooperation is stressed, and classroom suggestions are included.

2. Rock Videos and Gender Stereotypes Salon I
Barbara Schuler, Vocational Equity Consultant
Bureau for Vocational Education
Wisconsin Department of Public Instruction

This session provides a viewing of "Dreamworlds" which examines the images of young women portrayed in rock music videos. Following the video, there will be a discussion of the images portrayed, of how they do or do not reflect society, of how this video might be used in presentations, and for what audiences it might be most appropriately used.

3. Wisconsin Research in Equity Choices Report Salon H
Jennifer Crapol-Hall, State Coordinator
Choices Project
Wisconsin Department of Health and Social Service

This 15 to 20 minute presentation will include a background on the mission of the CHOICES initiative. Using overhead transparencies and handouts, the primary focus will be to report on recent survey research on adolescent females ages 15 - 18 from Wisconsin and Minnesota, as well as CHOICES own statewide needs assessment. Information will also be given on CHOICES state and regional activities addressing these needs.

Minority Participation in the Wisconsin VTAE System: Strategies for Success
Dari Drummond, Assistant/Vice-President
Student Services
Madison Area Technical College

Findings and related follow-up plans from the Governor's Commission on Minority Participation in Vocational-Technic Education will be shared with audience participants.

Retaining and Promoting Women and Minority Faculty
Mary Williams, Special Assistant to the Chancellor
University of Wisconsin-Stevens Point

Findings related to the University study on women and minority faculty will be shared with the participants.

4. Multi-Culturalism/Prejudice Salon K
Maria Larson, Field Service Specialist-Wisconsin
University of Michigan
Jim Helden, Community Training Specialist
CESA #1

Presenters will demonstrate a simulation activity (BaFa Ba that may be used to acquaint school district staff members strategies for achieving more equitable cross-cultural comm cation. This activity is particularly helpful in the process of identifying the elements of culture, and achieving an under standing of cross-cultural communication issues from both points of view. Participants will be prepared to utilize this simulation activity in their home districts.

1991 Statewide Equity Preconference Workshop

Making Friends with Change
- Nancy Blair

November 18, 1991
Total Participation = 70
N = 37

Evaluation Form

1. **Position/Title:** Evaluation Summary

2. **What age group do you work with?**
   - ☐ Elementary = 8
   - ☐ Secondary = 18
   - ☐ Postsecondary=1
   - ☐ Other (please list) = 17

3. **Are you a member of the local equity planning team?**
   - ☐ Yes = 25
   - ☐ No = 11

4. **Are you a member of VTAE Equity Network?**
   - ☐ Yes = 3
   - ☐ No = 32

5. **Are you a member of the DPI Vocational Gender Equity Cadre?**
   - ☐ Yes = 16
   - ☐ No = 21

6. **How would you rate the preconference workshop in general terms?**

	Excellent	Good	Fair	Poor	No Opinion	
A. Presenter	4 = 33	3 = 4	2	1	0	3.89
B. Content	4 = 32	3 = 3	2	1	0	3.81
C. Handouts	4 = 26	3 = 10	2	1	0	3.72
D. Audiovisuals	4 = 19	3 = 15	2	1	0	3.43
E. Relevance to your work	4 = 30	3 = 5	2	1	0	3.76

7. **Please rate the following:**

A. Meeting room	4 = 27	3 = 9	2	1	0	3.70
B. Cost of conference	4 = 18	3 = 13	2	1	0	3.34
C. Workshop registration procedure	4 = 25	3 = 11	2	1	0	3.69

8. **Please rate the conference staff:**

A. Preconference communication	4 = 24	3 = 9	2	1	0	3.63
B. Availability for information	4 = 21	3 = 14	2	1	0	3.60
C. Organization	4 = 23	3 = 12	2	1	0	3.66
D. Helpfulness	4 = 24	3 = 8	2 = 1	1	0	3.70

9. **Overall, how would you rate this preconference workshop?**

4 = 31	3 = 3	2	1	0	3.86

10. **Comments:** Excellent, very knowledgeable, exceptional presenter. Very reliant, well done A wonderful day! Worthwhile and timely and relevant to our work. Too philosophical - could have been more practical.

Thank You!

Statewide Equity Pre-Conference Workshop
Making Friends With Change
November 18, 1991

AGENDA

8:00 a.m.	**Registration**
9:00 a.m.	Introductions Purpose & Overview Shared Expectations
9:30 a.m.	The Change Process in an Organization • *Natural Stages* • *The Role of Leaders* • *Supports and Blocks*
10:15 a.m.	**Break**
10:30 a.m.	Diary of a Change *Diagnosing & Responding to Your Specific School Change*
12:00 Noon	**Luncheon**
1:00 P.M.	Individual Change - *Self-Analysis*
1:30 p.m.	The Change Process Within Individuals • *Natural Stages* • *The Role of Leaders* • *Supporters & Blockers*
2:15 p.m.	**Break**
2:30 p.m.	Assisting Change & Dealing with Resistance

1991 STATEWIDE EQUITY CONFERENCE

NOVEMBER 19-20, 1991
Total Participants = 298
N = 144

ALUATION FORM

EVALUATION SUMMARY

1. **Position/Title** _____

2. **What age group do you work with?** Dist. Admin. (2) Principals (9) Counselors (15)
   6 Elementary 110 Secondary Misc. Coord. (31) Teachers
   21 Postsecondary 7 Other: (please list) School board, bus.

3. **Are you a member of the local equity planning team?** 86 Yes 52 No

4. **Are you a member of VTAE Equity Network?** 5 Yes 4 No

5. **Are you a member of the DPI Vocational Gender Equity Cadre?**
   22 Yes __ No

6. **How would you rate the following presentations?**

	Excellent	Good	Fair	Poor	No Opinion	
A. General Session - Economic Development and Equity: Issues for the 90's Kathryn Keeley	4	3	2	1	0	
Comments: N/A - Speaker did not show						
Empowering: The Key to Gender Equity Ron Hering	4= 27	3= 46	2= 30	1= 5	0= 0	3.00
Comments: See attached						
Strength Through Diversity Cheryl Brown Henderson	4= 86	3= 26	2= 2	1= 0	0= 0	3.77
Comments: See attached						
B. Concurrent Sessions (rate the session you attended)						
1. Strategies for Preventing Sexual Harassment in Your School District - Marta Larson	4= 13	3 = 30	2= 5	1- 0	0= 0	3.17
2. Projects on Non-Traditional Occupations for Women Dan Konop	4= 5	3=5	2= 3	1= 2	0= 0	2.87
3. Empowering Men--An Update of the Men's Movement Ron Hering	4= 11	3 = 22	2= 2	1= 4	0= 0	3.03
4. Equity and Self-Esteem: Making Connections, Making Changes - Melissa Keyes	4= 15	3 = 23	2 = 4	1 = 0	0= 0	3.26
Comments: See attached						

(over)

C. Concurrent Sessions (rate the session you attended)

	Excellent	Good	Fair	Poor	No Opinion	
1. Male Sexuality and Health Issues - Jon Benson	4 = 8	3 = 2	2 = 0	1 = 0	0 = 0	3.80
2. Trades and Technology Training June Boyer, Carolyn Mewhorter, Virgil Noordyk	4 = 13	3 = 7	2 = 1	1 = 0	0 = 0	3.57
3. The Wisconsin Model in Action Susan Foxwell	4 = 3	3 = 12	2 = 1	1 = 1	0 = 0	2.94
4. Teacher Training for Multi-Culturalism - Bill Reynolds	4 = 12	3 = 4	2 = 3	1 = 0	0 = 0	3.47
5. K-12--Pupil Nondiscrimination Guidelines - Barbara Schuler	4 = 1	3 = 6	2 = 5	1 = 0	0 = 0	2.67
6. Understanding & Preventing Harassment - Bob Gregg	4 = 46	3 = 6	2 = 0	1 = 1	0 = 0	3.83

Comments: See attached

D. Concurrent Sessions (rate the sessions you attended)

	Excellent	Good	Fair	Poor	No Opinion	
1. African Americans Linda Stewart	4 = 17	3 = 15	2 = 5	1 = 0	0 = 0	3.32
2. Southeast Asian Americans Ying Lee	4 = 25	3 = 24	2 = 0	1 = 0	0 = 0	3.50
3. Native Americans Kathy Caldwell	4 = 22	3 = 32	2 = 13	1 = 4	0 = 0	3.10
4. Hispanic Americans	4 = 9	3 = 7	2 = 4	1 = 0	0 = 0	3.25
5. Cultural and Ethnic Legal Considerations - Yolanda Springfield	4 = 1	3 = 10	2 = 21	1 = 23	0 = 0	1.80

Comments: See attached

E. Concurrent Sessions (rate the session you attended)

	Excellent	Good	Fair	Poor	No Opinion	
1. Sexual Orientation: Videos Eileen Littig	4 = 18	3 = 4	2 = 0	1 = 0	0 = 0	3.82
2. Rock Videos and Gender Stereotypes - Barbara Schuler	4 = 18	3 = 15	2 = 2	1 = 0	0 = 0	3.46
3. Wisconsin Research in Equity Jennifer Crapol-Hall, Mary Williams, Darl Drummond	4 = 5	3 = 6	2 = 3	1 = 0	0 = 0	3.14
4. Multi-Culturlism/Prejudice Marta Larson/Jim Heiden	4 = 12	3 = 2	2 = 1	1 = 1	0 = 0	3.56

Comments: See attached

(continued on next page)

	Excellent	Good	Fair	Poor	No Opinion	
7. Please rate the Conference features:						
A. Conference registration	4 = 97	3 = 32	2 = 1	1 = 1	0	3.72
B. Hotel facility & hotel	4 = 84	3 = 32	2 = 4	1 = 1	0	3.68
C. Conference schedule	4 = 54	3 = 46	2 = 14	1 = 7	0	3.21

Comments: _____

_____

_____

_____

8. Overall, how would you rate this conference? 4 = 34 3 = 97 2 = 13 1 = 0 0 3.15

9. Please tell us of additional areas or topics you would like addressed:

See attached

_____

_____

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Thank you!

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Wisconsin Vocational Equity Leadership Cadre
Tuesday, January 28, 1992

Meeting Agenda

8:00 - 8:45	Registration, Coffee and Rolls
8:45 - 9:00	Welcome, Introductions
9:00 - 12:00	**Diversity: Reading Between the Lines**
	Presenter: Dr. Jane Elliott Route 3, Box 33 Osage, IA 50461 (515) 732-3096
12:00 - 1:00	Lunch Provided
1:00 - 2:00	Questions, Answers and Discussion with Jane Elliott
2:00	Adjourn Large Group
2:00 - 2:15	Refreshments

****

CADRE MEMBERS CONTINUE

2:15 - 3:15	Carl Perkins Update - FY93 Equity Project Guidelines
	Presenter: Barbara Schuler, Administrator, Vocational Equity and Single Parent Programs, Wisconsin Department of Public Instruction
3:15 - 4:15	CESA Reports - Cadre Chairs
4:15 - 4:30	Closing Remarks, Adjourn
4:30 - 5:00	CESA Chair Meeting

Wisconsin Vocational Equity Leadership Cadre
Wednesday, January 29, 1992

Meeting Agenda

7:30 - 8:00	Coffee and Rolls
8:00 - 8:15	Announcements
8:15 - 9:15	**Sexual Harassment in the Workplace** Presenter: Judy Goldsmith, Special Consultant to the Chancellor for Equity and Affirmative Action, UW-Stevens Point
9:15 - 9:30	Questions and Answers
9:30 - 10:00	Carl Perkins Continued - Questions and Answers Presenter: Barbara Schuler
10:00 - 10:15	Break
10:15 - 11:15	**Sex Equity Efforts at the VTAE** Presenter: Fran Johnson, Educational Equity Consultant, WBVTAE
11:15 - 12:00	**Computer Equity Expert Project** Presenter: Eileen Dagen, CESA #1
12:00 - 1:00	Lunch
1:00 - 2:00	**Math, Science, and Technology for Girls and Women** Presenter: Julie Stafford, Executive Director, Wisconsin Educational Partnership Initiative, Cray Academy
2:00 - 3:00	**Equity Resources Review** Presenter: Joyce Unke, CESA #5 Resources
3:00	Adjourn

Wisconsin Vocational Equity Leadership Cadre
January 28 and 29, 1992
Feedback Form
Summary

How would you rate the following presentations.

	Excellent 5	Good 4	Fair 3	Poor 2	No Opinion 1	
1. **Diversity: Reading Between the Lines** Jane Elliott	5 = 18	4 = 4	3 = 1	2 = 1	1 = 0	**4.63**
2. **CPA Update** Barb Schuler	5 = 10	4 = 14	3 = 0	2 = 0	1 = 0	**4.42**
3. **CESA Reports** Cadre Chairs	5 = 4	4 = 11	3 = 6	2 = 1	1 = 0	**4.00**
4. **Sexual Harassment in the Workplace** Judy Goldsmith	5 = 16	4 = 8	3 = 0	2 = 0	1 = 0	**4.67**
5. **Sex Equity Efforts at the VTAE** Fran Johnson	5 = 0	4 = 11	3 = 9	2 = 1	1 = 1	**3.65**
6. **Computer Equity Expert Project** Eileen Dagen	5 = 10	4 = 11	3 = 0	2 = 0	1 = 0	**4.48**
7. **Math, Science and Technology for Girls and Women** Julie Stafford	5 = 10	4 = 9	3 = 0	2 = 0	1 = 0	**4.53**
8. **Equity Resource Review** Joyce Unke	5 = 8	4 = 7	3 = 0	2 = 0	1 = 0	**4.47**

APPENDIX C

Resources - 1991-92
(Partial Listing)

Wisconsin Vocational Equity Leadership Cadre
Cadre Meeting #3
January 28 and 29, 1992

List of Handouts

Tuesday

"White Privilege: Unpacking the Invisible Knapsack"
"Diversity"
Jane Elliott Information

Wednesday

NCSEE Conference Information
"Goldsmith fears backlash from case"
Cartoons
"Leveling the Playing Field for Female Athletes"
"The Road Less Traveled by Girls"
"Why Johnny Might Grow Up Violent and Sexist"
"Helping Adult Students Get Into The Workforce"
"The Corporate View"
"Lessons in Respect"
"How to Help Students Survive Classes in English"

Cadre Chairs (For Sharing)

"Witch Hunt in the Senate"
"Men 'don't get it'? Neither do women"
"Sexual Harassment often comes in a pin-striped suit"
"Sexual Harassment"
"Barry visits Senate panel"
"Men searching for the line"
"Feminists are still scrapping"
"Feminists must share blame"
"For men and women, a painful step"
"Benefit of doubt: Stereotypes hurt, but they work in a pinch"
"Serious issue has exploded in workplace"
Joan Lloyd article
"Companies Try a Variety of Approaches To Halt Sexual Harassment on the Job"
"Sex and Power in the Office"
"Harassment: Views in the Workplace"
"Companies Team Up to Improve Quality Of Their Employees' Child-Care Choices"
"Thomas Battle Creates Wariness, Uncertainty About Office Humor"

APPENDIX D

"Vocational Equity News"

Wisconsin VOCATIONAL EQUITY NEWS

Volume 5, Number 1 **Fall/Winter, 1991**

Welcome

The Wisconsin Vocational Equity News, to be published in the fall and spring of the 1991-92 school year, provides information of interest on equity issues for Wisconsin educators. Submission of articles and reports of equity activities at the local level are encouraged and would be appreciated. Contact: Linda Riley, Editor, Gender Equity Leadership Project, UW-Stout, 225C Applied Arts Building, Menomonie, WI 54751.

Update on Carl Perkins Equity Activities

The 1991-92 school year is in full swing, and many of us are very deeply involved in meeting the equity requirements of the 1990 Carl D. Perkins Act. As some of you know, one of the necessary things a school district must develop (if it has not done so) is a local equity plan.

One of the ways a local district may approach the development of that local equity plan is to proceed through the phases of the Wisconsin Model for Sex Equity in Career and Vocational Education. The process of implementing this model is a fairly lengthy one, with three years suggested as a reasonable time frame in which to accomplish this. The time period also allows individuals to effect change within themselves and also within their district.

Members of the Wisconsin Vocational Equity Leadership Cadre are available for consultation and technical assistance to school districts as they proceed with the development of their local equity plans. Most of the CESA equity cadre chairpersons and cadre members have chosen to separate the Carl D. Perkins funded districts within their CESA into three groups. They intend to begin implementation of the development process over a three year period. Our goal is to have all districts which are funded by Carl Perkin's monies develop a local equity plan by the end of the 1993-94 school year. Should representatives from a local school district have questions or concerns about the local equity plan, they should contact either their CESA equity cadre chairperson, a member of the CESA equity cadre, or Barbara Schuler, Administrator, Vocational Equity/Single Parent Programs, at (608) 267-9170.

Gender Equity Cadre Begins Fifth Year

The Center for Vocational, Technical and Adult Education has again received a grant from the Department of Public Instruction to provide training in gender equity leadership in the State of Wisconsin. Linda Riley will serve as director of this project. The grant provides for training of the Wisconsin Vocational Equity Leadership Cadre consisting of approximately 65 people around the state charged with the responsibility of implementing the Wisconsin Model for Sex Equity in Career and Vocational Education. In addition, it provides technical assistance to local K-12 school districts assessing students and staff utilizing the surveys developed by the Center and in developing and implementing long-range plans designed to achieve goals and objectives developed by the districts based on their assessment results. Other grant objectives include assisting with the Statewide Equity Conference, publishing equity newsletters and collecting and disseminating research and information on equity concerns.

To date, two training sessions have been held. The first in July (See article in this newsletter) and the second on September 18-19, 1991, in Wisconsin Dells. The second session featured national keynoter, James Knight, Tucson, Arizona, speaking on "Equity and Educational Excellence." Additional sectional topics included the following: "Learning Styles-Another Equity Issue," Linda Riley; "A Definition of Multi-Cultural Education," Addie Pettaway, DPI; and "Equity and the Far Right," Melissa Keyes, DPI. New members received an introduction to equity including the historical perspective, the goals, the state laws, the model and an introduction to the mission and responsibilities of the cadre from Barb Schuler, Administrator of Vocational Equity/Single Parent Program, Bureau of Vocational Education, Wisconsin Department of Public Instruction. Resources and activities suitable for training teachers and/or students in equity issues were also reviewed. The final training is scheduled for January 28-29, 1992, in Stevens Point.

Vocational Equity News is published by the Center for Vocational, Technical and Adult Education, University of Wisconsin-Stout, 218 Applied Arts Building, Menomonie, Wisconsin 54751 (715) 232-1885 through a Carl Perkin's Vocational Education grant from the Bureau for Vocational Education, Wisconsin Department of Public Instruction, Herbert J. Grover, State Superintendent. Contact person: Linda Riley, Project Director/Editor. Volume 5, Number 1, Fall/Winter 1991. UW-Stout and DPI are equal opportunity and affirmative action employers and educators and do not discriminate on the basis of race, sex, age, religion, sexual orientation, handicap, national origin or ancestry.

Equity Cadre Explores Native American Culture

The Wisconsin Vocational Equity Leadership Cadre held its first meeting of the 1991-92 year in Hayward, Wisconsin. The agenda and activities of the meeting focused around the "Honor the Earth" powwow. Approximately half of the membership was able to attend this extra session and participated in many of the celebration activities available in addition to formal training. The goal of the meeting was to expand our knowledge of the Native American Culture and to enhance our understanding and respect of cultural differences and the role they may play in assuring we provide fair and equal educational opportunities for all students.

The formal training sessions included William Gollnick, American Indian Consultant, Wisconsin Department of Public Instruction, who shared with the cadre a presentation entitled, "The American Indian - A Historical Perspective." John Anderson and Ginger Wilcox discussed and demonstrated the role music, dance and spirituality plays and prepared the group for the powwow activities that followed. Members attending the celebration experienced firsthand the traditional music, dance, and ceremonies, as well as viewing local crafts and tasting traditional foods. Early the next morning many participated in the Spiritual Walk/Run through the hills of the reservation. This activity was followed by a presentation by Denise Sweet, UW-Green Bay, on the "Role of Women in the Native American Culture."

Evaluations and comments confirmed that all participants were enriched by the experience and came away with valuable new insights to assist them in making classrooms more inclusive and curriculum more meaningful for all students.

The Gap Between Women's Schooling and Attainment

A study of the relationship between the quality of effort in education and what happens to people in the workplace indicates that although women did better academically than men in both high school and in college, they did not achieve the same degree of success in the labor market. They earn less money than men and experience more unemployment.

In a study entitled, "Women at Thirtysomething: Paradox of Attainment," Clifford Adelman, Director of the Division of Higher Education in the Research Office of the Department of Education, examined longitudinal data from a study of the high school class of 1972. He found that women outperformed men at all levels. They believed that pursuing educational goals resulted in personal benefits and thus they invested more time and effort into education. However, it didn't pay off in the same way for women as for men.

There was one exception and that was a comparison of people in the same occupation who have had mathematics backgrounds in college. That portion of the study indicated that women achieve pay equity in some occupations where there is a correlation with the amount of mathematics they studied in college.

Adelman felt that in terms of access to educational attainment, equity issues seem to be resolved, but in terms of labor market issues, there is much to be done. (Education Week, June 19, 1991, pp. 6-7)

CHOICES Initiative

The statewide CHOICES project is entering another year of programming on state, regional, and local levels. Through seven regional technical assistance centers, CHOICES combines community organization and direct services to expand the life options of Wisconsin's girls. Currently CHOICES is conducting a statewide needs assessment to determine the types of services, such as educational, employment and health, available to young women. Results should be out by the end of the year. **Mark your calendars: The CHOICES Statewide Conference will take place in Madison at the Sheraton Inn March 27 and 28.** The conference is intended for researchers, educators, counselors, community advocates, and others working with youth. It will highlight successful programming on behalf of girls, as well as recent research on the status of adolescent women.

The need for CHOICES is highlighted by the following data compiled by the Wisconsin Women's Council:

- Ninety percent of today's high school girls will be working full-time outside the home for 30 years or more, while married and having children
- In Wisconsin, females constitute only 8% of all students in higher-paying, traditionally male vocational programs.
- In Wisconsin, 60% of women are in the workforce; 60% of these women earn less than $10,000 per year.
- In the first year after divorce, a woman's standard of living drops by 73% while a man's improves by an average of 42%.
- Fifty-three percent of African-American families, 52% of Hispanic families, and 28% of white families headed by women working outside the home had incomes below the poverty line.
- Forty percent of all one-year old girls will be pregnant before they turn 20.
- One in four girls will be sexually assaulted before age 18.
- Ten percent of all domestic assaults are fatal.

For more information about the CHOICES Initiative, and how to get involved in your area, contact Jennifer Crapol-Hall, CHOICES State Coordinator, (608) 266-2464.

1991-92 Wisconsin Vocational Equity Leadership Cadre Participants

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Resources

Teaching Students About Sexual Harassment

Tune In To Your Rights. A Guide for Teenagers about Turning Off Sexual Harassment. This booklet is designed for use by students and staff in identifying and dealing with the issue of sexual harassment. Address inquiries and requests to Ardelle Brooks, PEO, University of Michigan, Room 1005 SEB, 610 E. University, Ann Arbor, MI 48109-1259, (313) 763-9910. Copies are available to educators at $3.00. Also available in Spanish.

Sending the Right Signals. A training package developed for use in schools to help combat and prevent sexual harassment. Included are a student manual, a training guide and a video. Appropriate MS/HS level. To order, mail check for $15 payable to: Project WOW, Jersey City State College, Center for Occupational Education, 2039 Kennedy Boulevard, Jersey City, New Jersey 07305.

Young Peoples Program on Sexual Harassment in the Workplace. This program is complete and requires no specialized knowledge on the part of teachers and requires a minimum of preparation time. The resource includes video tape, lesson plans, classroom activities, overheads, pre and post-test, legal references and more. Available from: College of St. Thomas, Graduate Programs in Management, Mail #4069, 2115 Summit Avenue, St. Paul, MN 55105. Cost: $125. Payment must accompany order.

No Laughing Matter: High School Students and Sexual Harassment. 1983. Filmstrip, cassette tape, and guide. Available from the Massachusetts Department of Education.

It's Not Funny If It Hurts. Designed for use with secondary students, this filmstrip provides a forum for students to understand sexual harassment as a problem in the school and in the workplace, as well as their rights and responsibilities, 1985. Available from the California State Department of Education.

Sexual Harassment is No Laughing Matter. Title IX Line, IV:1, Fall 1983, (PEO, University of Michigan, Ann Arbor, MI) This issue discusses the psychological and legal ramification of sexual harassment in schools and suggests programs and policies to discourage it.

Who's Hurt and Who's Liable: Sexual Harassment in Massachusetts Schools, A Curriculum and Guide for Local Schools. Available from: Massachusetts Department of Education, Boston, MA, 1986, Fourth Edition.

'Sexual Harassment - It's Uncool" Poster. Contact Project Esteem, Hawaii Department of Education, Attn: Dr. Linda Wheeler, 1390 Muler Street, Honolulu, HI 96813, (808) 586-3329.

New from NEWIST/CESA #7

The following new 30 minute videos are available from NEWIST/CESA #7. Purchase - $195 and rental - $50.

'Sexual Orientation: Reading Between the Labels" - This program is designed to help teachers and students as well as viewers in the community address issues related to homosexuality and teens. Silence regarding this topic leads to fear, isolation, discrimination, violence and other external problems for youth, while inwardly youth may feel confusion, guilt, estrangement and low self-esteem.

"Dissolving Barriers, Discovering Dreams" - This program looks at the at-risk youth problem in the nation and Wisconsin and zeroes in on what is happening in Green Bay. The program breaks the at-risk problem into six strategies for helping youth and explores each: Primary Prevention, Early Intervention, Family Involvement, Health of the Community, Alternative Education Systems, and Involvement of Business, Industry and Government.

"Safetalk" - In this program parents, teens, teachers, social workers, health professionals and other caring people discuss the importance of giving kids the facts and the tools they need for protection against HIV. The program emphasizes the need for open communication between youth and adults on the topics of sexuality, IV drug use and AIDS.

All of the above programs have accompanying teacher guides. For more information please contact: Eileen Littig, NEWIST/CESA #7, IS 1110, University of Wisconsin-Green Bay, Green Bay, WI 54311, (414) 465-2599.

Sexual Harassment in Schools

Sexual harassment is a form of sexual discrimination and is prohibited in Wisconsin Schools under Wisconsin's Pupil Non-Discrimination Law s.s.118.13. PI9.02(9) defines pupil harassment as follows:

"Pupil harassment" means behavior toward pupils based, in whole or in part, on sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability which substantially interferes with a pupil's school performance or creates an intimidating, hostile or offensive school environment.

Although females are most frequently the victims of sexual harassment, males can also be affected. Physical harassment can range from unwanted touching to sexual assault. Sexual jokes, attitudes, gestures, language and behaviors can all constitute verbal harassment.

As educators, we are responsible for preparing youth for the future both in the workplace and in society in general. The climate we create in our schools should emphasis our belief in equal opportunities and respect for both males and females. We have an excellent opportunity to influence the attitudes of our students by challenging gender negative comments in the classroom, ir.forming students that teasing, touching and intimidation is not acceptable, and educating ourselves and our colleagues about the effects of sexual harassment. Additionally, we can assure that policies, procedures and guidelines are in order and disseminated to staff and students alike.

Many good resources exist for teaching students about this issue. (Please see "Resources" article for a partial listing.) Further information and technical assistance on sexual harassment and the Wisconsin Pupil Non-Discrimination Law can be obtained by contacting Melissa Keyes, Wisconsin Department of Public Instruction, P.O. Box 7841, Madison, WI 53707, (608) 267-9157.

Upcoming Events

DECEMBER

6-10 American Vocational Association (AVA) Conference, Los Angeles, CA, Call: (703) 683-3111

JANUARY

7-8 National Career Development Pre-conference

9-11 National Career Development Conference, San Antonio, TX, Call (301) 461-5574

13-15 Wisconsin American History, Culture and Tribal Sovereignty Conference, Holiday Inn, Stevens Point, WI
Contact: Barb Bitters, DPI, (608) 266-9609

15 Martin Luther King Jr. Day (Observance day required by statute)

28-29 Wisconsin Vocational Equity Leadership Cadre Meeting #3 Holidome, Stevens Point, WI .
Contact: Linda Riley, UW-Stout, (715) 232-1885 or Barbara Schuler, DPI, (608) 267-9170
(snow date: April 7-9, 1992)

28-30 Wisconsin Careers Conference, Sheraton Inn and Conference Center, Madison, WI
Contact: Roger Lambert (608) 263-2704 or Gabe Wacker (608) 263-9529

FEBRUARY

11 DPI Ninth Annual Special Needs Pre-conference (At-Risk Coordinators)

12-13 DPI Ninth Annual Special Needs Conference, Holiday Inn, Stevens Point, WI
"Rising to Challenge: Effective Schooling for Students At-Risk"
Contact: Steve Gilles, DPI, (608) 266-1723

15 Susan B. Anthony Day (Observance day required by statute)

19-21 Wisconsin School Counselors Association Conference, Holiday Inn, Stevens Point, WI
Call: (414) 639-2571

22 UW-Eau Claire Challenges and Choices. A conference for girls grades 6-9 to introduce them to a variety of careers and encourage them in math and science.
Contact: Penny Graham (715) 835-4900

MARCH

National Women's History Month

8 International Women's Day

27-28 CHOICES Statewide Conference (Title to be announced), Sheraton Inn, Madison, WI
Two-day conference to highlight recent research on the educational, health, social and future economic status of girls; and showcase successful programs around the state reaching girls.
Contact: Jennifer Crapol-Hall, CHOICES State Coordinator, (608) 266-2464

Gender Equity Leadership Project
Center for Vocational, Technical
and Adult Education
University of Wisconsin-Stout
218 Applied Arts Building
Menomonie, WI 54751

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Wisconsin VOCATIONAL EQUITY NEWS

Volume 5, Number 2 **Spring, 1992**

DPI/UW-Stout to Replicate Study

"My Daddy Might Have Loved Me More": Student Perceptions of Differences Between Being Male and Being Female is the poignant title of a research project conducted in 1982 in the Colorado Public Schools with 2,000 students in grades 3-12. It asked the question, "If you woke up tomorrow and discovered that you were the opposite sex, how do you think you life would be different?"

The report stated: "The responses from the overwhelming majority of students confirmed that, as a result of sex role socialization, students see traditional sex roles as their only choice. Consequently, these students believe that their lives would change dramatically if their sex were different. The underlying themes which emege from their descriptions of those changes highlight the damaging effects of sex role socialization."

During the month of May, this question will be asked of approximately 3,000 students in grades three through twelve in 24 school districts in Wisconsin. The surveys will be analyzed and the information will be validated through focus groups. A report will be prepared for dissemination at the annual Statewide Equity Conference to be held November 16-18, 1992 at the Concourse Hotel in Madison.

Teen Connection to Air in May

Teen Connection, a live, 60-minute call-in television program for teens will air statewide on Wisconsin Public Television (including Channel 10 in Milwaukee) on Tuesday, May 19, at 8:00 p.m. The topic will be "Sexual Orientation: Issues Facing Gay and Lesbian Teens." A toll-free number 1-800-999-TEEN, is available statewide for viewers to call in to talk to the panel, which will be made up of gay and lesbian teens and an adult facilitator. Wisconsin law 118.13 forbids discrimination based on sexual orientation. Wisconsin is one of only four states with a law forbidding such discrimination and is the only state where the law is implemented in schools grades K-12.

For information about Teen Connection, contact Eileen Littig, NEWIST/CESA 7, 1110 IS Building, UW-Green Bay, Green Bay, WI 54311, (414) 465-2599.

Gender Disparities in Special Education

Wisconsin Department of Public Instruction
February, 1992 Executive Summary

In June 1990, State Senator Barbara Ulichny requested empirical information and hypotheses to explain why there are so many more males than females enrolled in Wisconsin's special education programs. Title IX of the federal Education Amendments of 1972 and the Individuals with Disabilities Education Act (IDEA), taken together, prohibit gender discrimination in special education.

Three areas of disability include more boys than girls. In Wisconsin, 81 percent of those students whose primary disability is emotional disturbance (ED) are males. The male percentage in learning disabilities (LD) is 71 percent and that in speech and language (SL) is 66 percent. The other disability areas have more balanced male and female percentages. These percentages have been fairly stable in Wisconsin over the years. Wisconsin's male percentages are slightly above the national averages in all three areas. The report focuses on the gender disparities in ED and LD.

Eleven hypotheses explaining these gender disparities emerged by a preliminary review of the literature and staff suggestions. They are grouped under five general factors: biological differences; learned differences; different reactions of boys and girls to school; different reactions of teachers to boys in comparison to girls; and flaws or weaknesses in criteria procedures, or tests.

For more information and a copy of the report, contact the Bureau for Exceptional Children, Wisconsin Department of Public Instruction (608) 266-1781.

Vocational Equity News is published by the Center for Vocational, Technical and Adult Education, University of Wisconsin-Stout, 225C Applied Arts Building, Menomonie, Wisconsin 54751 (715) 232-1885 through a Carl Perkin's Vocational Education grant from the Bureau for Vocational Education, Wisconsin Department of Public Instruction, Herbert J. Grover, State Superintendent. Contact person: Linda Riley, Project Director/Editor. Volume 5, Number 2, Spring, 1992. UW-Stout and DPI are equal opportunity and affirmative action employers and educators and do not discriminate on the basis of race, sex, age, religion, sexual orientation, handicap, national origin or ancestry.

Equity at Work in Wisconsin CESA's Report

CESA #1

CESA #1 has been busy as always assisting schools to analyze the equity survey information and develop equity plans by the end of this year. In addition, two inservices were presented for two middle schools targeting all students at the 7/8th grade levels. A Choices grant enabled CESA cadre members to develop a presentation depicting three women in history utilizing role playing, handouts and a slide show. The CESA Players (Cadre members) took their show on the road visiting ten schools and reaching 950 middle school students during Women's History Month.

Juli Garton and Eileen Dagen conducted a workshop for CESA #7 on "Equity Issues: Computer, Math and Science." This workshop was funded through one of the special equity grants. An additional full day inservice on the same topic will be funded through Eisenhower consortium dollars. Additionally, CESA #1 has received approval from Cardinal Stritch College to conduct a two credit summer training with a follow-up one credit course in the fall on Equity Issues: Computer, Math and Science. This course will be the trainer of trainers model.

For more information, please contact Eileen Dagen at (414) 546-3000.

CESA #3

COMMUNICATION, PROMOTION, and INTEGRATION, have been the key concepts that served as the basis for equity initiatives in CESA #3 during the 1991-92 school year. All of the equity programs and activities in CESA #3 are directed to the 21 school districts that are in the Carl Perkins Consortium.

Communication activities have included: regular meetings of the CESA #3 Cadre members to plan, implement and evaluate equity activities in the CESA area; and three CESA Telephone Network (CTN) meetings. The CTN sessions included speakers on equity topics and sharing of activities by equity chairs in the school districts in the consortium.

Promotion activities have included: a monthly equity newsletter ACCESS (Action Centered Consortium in Equity for Staff and Students); and monthly articles in the CESAwide Keynotes Newsletter that is disseminated to all 32 school districts. The ACCESS newsletter includes resources, strategies and sharing of exemplary practices to assist districts in their equity work. The CESAwide Keynotes Newsletter in March featured a full front page story/photo issues on the significance of celebrating Women's History 12 months a year and included activities for K-12 staff.

Integration activities have included implementation of equity plans in the CESA #3 school districts. Some examples of the equity activities being implemented are listed below:

- JTPA staff developed a tiered curriculum and incorporated units on sexual harassment, nontraditional careers, and stereotyping. JTPA instructors in school districts in CESA #3 have been piloting the curriculum.
- DODGEVILLE SCHOOL DISTRICT Equity Committee produced and disseminated six "GENDER JOGGERS" for staff and six for parents and submitted monthly articles to the local newspaper on gender equity issues. Equity Chairs: Jeanette Jordan and Diane Rock.
- POTOSI SCHOOL DISTRICT celebrated Women's History Month using the theme, "Women's History: A Patchwork of Many Lives." Classrooms, K-12, designed construction paper quilt squares of uniform size. Each square featured a famous woman from the past or present. The squares were assembled into several quilts and displayed in the school cafeteria. Equity Chair: Char Thorncroft.
- CUBA CITY and PRAIRIE DU CHIEN SCHOOL DISTRICTS spent a half-day updating their K-12 equity plans that were developed three years ago. Student representatives were added to the committees. Committee actions included revisiting equity needs, stating objectives and identifying strategies to meet needs and objectives. Equity Chairs: Bruce Avery, Cuba City; and Cecile Hoffman, Prairie du Chien.
- WAUZEKA SCHOOL DISTRICT held a "Women and the World of Work Program" for students in grades 9-12. The afternoon program featured four panels of women in a variety of occupations including: emergency disaster relief; farmer; police officer; public relations; and small business owner. Equity Chair: Sue Polashek.

For more information, please contact Cecile Hoffman at (608) 822-3276.

CESA #4

The 1991-92 school year has been a busy one for the CESA #4 Gender Equity Project currently working with eight school districts. Four of the districts are writing their school district plans after having completed the assessment phase of the Wisconsin Model for Achieving Sex Equity in Education. The other four districts are implementing the goals and objectives developed in their plans.

CESA #4 held two day-long meetings discussing topics such as: "What is equity?"; the pupil nondiscrimination law; Carl Perkins; classroom bias; and how to begin the five phases of the Wisconsin Model for Sex Equity. A third meeting was scheduled for April.

In addition to the meetings, a number of workshops have been held. In October a date rape workshop was held for area school districts and agencies. On March 19, Dr. James Knight, Tuscon, Arizona, presented a workshop entitled, "Excellence in Education: Restructuring for Equity."

By June 30, 1992, twelve of the twenty-five school districts in CESA #4 will have completed their plans. Next year an additional nine schools will be beginning the process.

For more information, please contact Lance Ellmann at (608) 785-9370.

CESA #6

CESA #6 is participating in the Carl Perkins Gender Equity Project by having five members continue to participate in the statewide equity training cadre. Additionally, six schools are involved in the assessment and planning stages of the "Wisconsin Model," and ten schools are in the implementation phase. The new schools are Berlin, Campbellsport, Fond du Lac, Horicon, Appleton and Lomira.

The Equity Project has held two CESA workshops which required all schools receiving CPA funding to send two representatives. The first was held in September and provided basic information about the need for achieving gender equity.

Presenters included Melissa Keyes, WI DPI; Sue Mokler, Ripon; Mel Northway, Neenah; and CESA Cadre members, Gerald Munyon, Dennis Glaeser and Nancy Winkler. The second workshop featured Dr. James Knight speaking on Educational Excellence and Equity. Sessions were also presented on the pupil nondiscrimination policy compliance process and an overview of GESA and Equity Principal. The workshops have served as a basis for regional equity networking by providing an opportunity for district staff to exchange ideas on gender equity. Each district developed an action plan for the year and the plans were consolidated by CESA and circulated to the districts. Districts who have completed the first phases of the model have shared their expertise with the other districts beginning the process.

CESA is continuing to add to resources on gender equity. A bibliography of materials has been developed and circulated to all CPA schools.

For more information, please contact Nancy Winkler at (414) 233-2372.

CESA #7

Staff development is a major focus of the CESA #7 Equity Project. Several groups and individuals worked together to bring Myra and David Sadker to Green Bay on April 30. AAUW, League of Women Voters, NOW, CESA #7, CESA #8, UW-Green Bay, Brown County Library, NEWIST, NEWTEC and private donors all contributed time, money and materials to this project. The Sadkers presented an afternoon session at UWGB, an after-school teacher inservice via NEWTEC ITFS, and an evening session at the Brown County Library for community members. The Sadkers presented their findings on research about student/teacher interactions, expectations and effects on achievement and equity.

CESA #7 and #8 also received a special Carl Perkins project which partially funded the Sadkers visit and will be used for several other programs to be completed by June 30. The programs include career programs for students via ITFS that allow students to call in and talk with women in nontraditional areas including an environmental chemist, a health field chemist, lawyers and a woman working with explosives. Tapes will be made and will be available for checkout from NEWIST, CESA #7 and CESA #8 IMCs. The special grant will also support a computer equity workshop presented by Juli Garton and Eileen Dagen from CESA #1.

CESA #7 has also scheduled workshops on Hmong Culture and History and Native American Learning Styles for teachers to be held in April and May, 1992. Most of these will be presented via ITFS, and will be available on tape. Those interested in borrowing, please call NEWIST/CESA #7, (414) 465-2599.

A three-credit graduate course in equity and classroom management will be developed by the Seymour Schools and offered in June through UWGB.

Eleven school districts will be working with CESA #7 in the Gender Equity Project during the 1992-93 school year. They are Algoma, Ashwaubenon, DePere, Green Bay, Howard Suamico, Kewaunee, New Holstein, Seymour, Sheboygan, Two Rivers and West DePere. Two of these will be first-year districts, and the others will work at various stages in implementation of the Wisconsin Model for Achieving Sex Equity in Education. Many of the schools are scheduling inservice days, courses for teachers, guest speakers, programs for students, and community events.

For more information, please contact Chris Rogers at (414) 465-2576.

CESA #8

The CESA #8 - Vocational Gender Equity Project has been actively promoting equity and fairness in the school districts of the northeast corner of Wisconsin.

CESA #8 had five new school districts participating in the project this year in addition to the seven "veteran" school districts involved. Carl Perkins now requires all school districts accessing funding to have a gender equity plan established by 1994. Thus, the new school districts were provided with technical assistance to establish their local equity committee and the framework for writing their local equity plans. The seven "veteran" districts were involved with staff development activities, university courses, and networking meetings to assist them with the implementation of the goals and objectives of their local district plans.

One successful means CESA #8 has used in spreading the equity message has been through the GESA Program (Gender/Ethnic Expectations and Student Achievement). During second semester the past two years, CESA #8 has provided the GESA program as a university course for one graduate credit. Enrollment priority is given to educators from school districts which have their equity plans established. As part of the course credit requirements, the participants are given a copy of their district's equity plan and are required to implement several of the teaching strategies and activities set up in their plan. Thus, the GESA course is a means for educating school personnel about their district's equity plan as well as educating about equity issues related to teaching, the classroom environment, and the overall curriculum. GESA course trainers are Marilyn Griener, F/CE Teacher, Tigerton School District; Judy Soukup, Kindergarten Teacher, Oconto Falls School; and Darlene Godfrey, Staff Development Director, CESA #8.

For more information, please contact Darlene Godfrey at (414) 855-2114.

CESA #10

This year the CESA #10 Gender Equity Project provided technical assistance and training to eight school districts completing the first three phases of the Wisconsin Model for Achieving Sex Equity in Education. Equity teams met for three days of training in equity issues and strategies for assessing students and developing a long-range equity plan.

Seven CESA #10 school districts surveyed students, staff and administrators on equity issues and attitudes. Currently these districts are analyzing the survey responses and data and developing equity plans to insure more fairness and opportunity for the students in their schools. By June 30, 1992, 47 percent of Carl Perkins eligible schools will have completed local district equity plans and twelve additional schools are scheduled to begin the process during the 1992-93 school year.

Providing a wide variety of resource materials to local school district staff and students continues to be a high priority at CESA #10. This year the resource guide was updated and revised. The Equity Resource Guide contains approximately 150 resources available to all school districts in CESA #10. For more information, please call John Cavanaugh/Linda Riley at (715) 723-0341.

Resources

Changing Channels This five-part satellite video/teleconference series produced in the fall of 1990 contains the following units: Introduction to High Tech Careers; Laser Technology; Drafting and Computers; Electronics and Robotics; and Aviation and Avionics. Each section has two tapes. The first shows students doing hands-on work and interviews women working in nontraditional high tech careers. The second tape is the teleconference that was done live and features a female student and/or instructor and a female worker in the career field. In addition to the tapes, materials include curriculum guides with many activities designed for students to think about and learn about careers. These videos should be available through your CESA IMC. Contact your CESA Equity Cadre Chair for further information.

Power Pinch This video on sexual harassment is a good resource for teaching about equity in schools. MTI Tele-Programs Inc., MTI Coronet, 108 Wilmot Road, Deerfield, IL 60015,Call (800) 621-2131 for more information, prices and catalog.

Upcoming Events

JULY

12-15 "Kaleidoscope of Perspectives and Cultures" NCSEE (National Coalition for Sex Equity in Education) Annual Conference, Rapid City, South Dakota. Contact: Pat Stewart (605) 773-5407

AUGUST

11-13 GESA Training (Gender/Ethnic Expectations Student Achievement), Paper Valley, Appleton, WI. Contact: Barbara Schuler, DPI, (608) 267-9170

SEPTEMBER

17-19 National Black Child Development Institute 22nd Annual Conference, "Our Children: Miles to Go, Promises to Keep," Washington Hilton and Towers Hotel, Washington, DC. Contact: Evelyn Moore (202) 387-1281

29-1 WI Gender Equity Cadre Meeting, Holiday Inn, Wisconsin Dells. Contact: Linda Riley, UW-Stout, Center for Vocational, Technical and Adult Education (715) 232-1885

OCTOBER

1-3 National Council on Black American Affairs, "Education and Employment an Empowerment Agenda 1992," Hyatt Regency, Milwaukee. Contact: Romanger Fredricks (414) 225-1203

NOVEMBER

9 ACT 31 Multicultural Youth Pre-conference

10-11 ACT 31 Multicultural Youth Conference, The Grand Hotel, Milwaukee. Contact: Joyce Christee (608) 267-7210

16-18 "Celebrating 20 Years of Title IX" Wisconsin DPI Annual Equity Conference, Concourse Hotel, Madison. Contact: Deanna Applehans, UW-Stout (715) 232-2693

18-22 National Alliance of Black School Educators Annual Conference, Chicago, Illinois. Contact: William Saunders (202) 483-1549

Gender Equity Leadership Project
Center for Vocational, Technical
and Adult Education
University of Wisconsin-Stout
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APPENDIX E

1991-92 Composite Report

7266
Student Career Survey
Grades 2/3/4

Annual Composite Report
1991-1992 Evaluation Data

Table 7266.S
Student Career Survey

Item Statement		Total N %	Male N %	Female N %
1. Being good at math and science will help me be ready for a good job.	Omit . . .	10 0.2	5 0.2	5 0.2
	(1) Yes.	3989 90.8	2040 90.9	1907 90.8
	(2) No	393 8.9	200 8.9	189 9.0
2. I think doing well in school will help me get a job when I grow up.	Omit . . .	6 0.1	4 0.2	2 0.1
	(1) Yes.	4293 97.7	2190 97.6	2059 98.0
	(2) No	93 2.1	51 2.3	40 1.9
3. At school, I am encouraged to be good at math.	Omit . . .	21 0.5	13 0.6	7 0.3
	(1) Yes.	3612 82.2	1851 82.4	1724 82.1
	(2) No	759 17.3	381 17.0	370 17.6
4. Sometimes at school different things are expected of boys and girls.	Omit . . .	19 0.4	13 0.6	6 0.3
	(1) Yes.	2664 60.7	1381 61.5	1254 59.7
	(2) No	1709 38.9	851 37.9	841 40.0
5. At school, I am encouraged to be good at reading.	Omit . . .	15 0.3	5 0.2	10 0.5
	(1) Yes.	3685 83.9	1855 82.6	1791 85.2
	(2) No	692 15.8	385 17.1	300 14.3
6. Sometimes at school I get the feeling boys and girls are treated differently.	Omit . . .	21 0.5	14 0.6	7 0.3
	(1) Yes.	2588 58.9	1333 59.4	1227 58.4
	(2) No	1783 40.6	898 40.0	867 41.3
7. The main reason people work is because they need the money they earn.	Omit . . .	20 0.5	10 0.4	10 0.5
	(1) Yes.	3661 83.4	1921 85.6	1704 81.1
	(2) No	711 16.2	314 14.0	387 18.4
8. Today, more women are working at paying jobs than in the past.	Omit . . .	37 0.8	17 0.8	20 1.0
	(1) Yes.	3249 74.0	1608 71.6	1608 76.5
	(2) No	1106 25.2	620 27.6	473 22.5

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Table 7266.S
Student Career Survey

Item Statement		*Total* N %	*Male* N %	*Female* N %
9. Some jobs pay more than others.	Omit . . .	11 0.3	7 0.3	4 0.2
(1) Yes.		4257 96.9	2182 97.2	2031 96.7
(2) No		124 2.8	56 2.5	66 3.1
10. I believe I will work at a job or career for most of my life.	Omit . . .	28 0.6	14 0.6	14 0.7
(1) Yes.		3258 74.2	1720 76.6	1509 71.8
(2) No		1106 25.2	511 22.8	578 27.5
11. It is important to me how much money I will earn when I grow up.	Omit . . .	31 0.7	13 0.6	18 0.9
(1) Yes.		3111 70.8	1650 73.5	1429 68.0
(2) No		1250 28.5	582 25.9	654 31.1
12. I think doctors make more money than secretaries.	Omit . . .	43 1.0	15 0.7	27 1.3
(1) Yes.		3316 75.5	1713 76.3	1571 74.8
(2) No		1033 23.5	517 23.0	503 23.9
13. Usually the pay is the same for jobs men do and jobs women do.	Omit . . .	29 0.7	7 0.3	21 1.0
(1) Yes.		2904 66.1	1480 65.9	1389 66.1
(2) No		1459 33.2	758 33.8	691 32.9
14. I think about becoming a medical doctor when I grow up.	Omit . . .	31 0.7	12 0.5	19 0.9
(1) Yes.		738 16.8	361 16.1	365 17.4
(2) No		3623 82.5	1872 83.4	1717 81.7
15. I think about becoming a nurse when I grow up.	Omit . . .	55 1.3	2 0.1	19 0.9
(1) Yes.		732 16.7	64 2.9	664 31.6
(2) No		3605 82.1	2179 97.1	1418 67.5
16. Today both boys and girls can grow up to be firefighters.	Omit . . .	49 1.1	7 0.3	8 0.4
(1) Yes.		3909 89.0	1992 88.7	1909 90.9
(2) No		434 9.9	246 11.0	184 8.8

Item Statement	Total N %	Male N %	Female N %
17. Many women work because they need the money. Omit . . .	60 1.4	10 0.4	15 0.7
(1) Yes.	3705 84.4	1933 86.1	1765 84.0
(2) No	627 14.3	302 13.5	321 15.3
18. Many men work because they need the money. Omit . . .	65 1.5	14 0.6	15 0.7
(1) Yes.	3767 85.8	1992 88.7	1765 84.0
(2) No	560 12.8	239 10.6	321 15.3
19. Today more children live in homes with just one parent than in the past. Omit . . .	100 2.3	33 1.5	32 1.5
(1) Yes.	2277 51.8	1099 49.0	1169 55.6
(2) No	2015 45.9	1113 49.6	900 42.8
20. My grandmother works or has worked at a paying job. Omit . . .	137 3.1	49 2.2	53 2.5
(1) Yes.	3182 72.4	1640 73.1	1532 72.9
(2) No	1073 24.4	556 24.8	516 24.6
21. My family believes it is important that I work at a job when I grow up. Omit . . .	69 1.6	12 0.5	22 1.0
(1) Yes.	3950 89.9	2078 92.6	1861 88.6
(2) No	373 8.5	155 6.9	218 10.4
22. I believe that when I grow up both husband and wife will need to work to pay the bills. Omit .	85 1.9	25 1.1	24 1.1
(1) Yes.	3534 80.5	1755 78.2	1772 84.3
(2) No	773 17.6	465 20.7	305 14.5
23. It would be okay with my parents if I decided to be a carpenter. Omit . . .	79 1.8	23 1.0	20 1.0
(1) Yes.	3003 68.4	1676 74.7	1319 62.8
(2) No	1310 29.8	546 24.3	762 36.3
24. It would be okay with my parents if I decided to be a secretary. Omit . . .	79 1.8	27 1.2	16 0.8
(1) Yes.	3234 73.6	1409 62.8	1819 86.6
(2) No	1079 24.6	809 36.0	266 12.7

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Table 7266.S
Student Career Survey

Item Statement	*Total* N %	*Male* N %	*Female* N %
25. Doing good work in school is important to me. Omit . . .	46 1.0	5 0.2	5 0.2
(1) Yes.	4216 96.0	2145 95.5	2061 98.1
(2) No	130 3.0	95 4.2	35 1.7
26. I feel that I am a leader in my class. Omit . .	74 1.7	15 0.7	23 1.1
(1) Yes.	1271 28.9	685 30.5	582 27.7
(2) No	3047 69.4	1545 68.8	1496 71.2
27. I feel boys can do any jobs that girls can do. Omit . . .	51 1.2	7 0.3	8 0.4
(1) Yes.	3525 80.3	1751 78.0	1766 84.1
(2) No	816 18.6	487 21.7	327 15.6
28. I feel good about myself. Omit . . .	65 1.5	16 0.7	13 0.6
(1) Yes.	4008 91.3	2051 91.4	1949 92.8
(2) No	319 7.3	178 7.9	139 6.6
29. My friends and I talk about what we are going to be when we grow up. Omit . . .	55 1.3	9 0.4	10 0.5
(1) Yes.	2660 60.6	1327 59.1	1324 63.0
(2) No	1677 38.2	909 40.5	767 36.5
30. People should choose jobs because they are good at that job. Omit . . .	63 1.4	16 0.7	11 0.5
(1) Yes.	3371 76.8	1783 79.4	1579 75.2
(2) No	958 21.8	446 19.9	511 24.3
31. I feel girls can do any job that boys can do. Omit . . .	54 1.2	9 0.4	8 0.4
(1) Yes.	3258 74.2	1416 63.1	1835 87.3
(2) No	1080 24.6	820 36.5	258 12.3
32. I am good at math. Omit . . .	96 2.2	29 1.3	31 1.5
(1) Yes.	3445 78.4	1853 82.5	1585 75.4
(2) No	851 19.4	363 16.2	485 23.1

Item Statement		Total N %	Male N %	Female N %
33. I am:	Omit . . .	46 1.0	0 0.0	0 0.0
(1) Boy.		2245 51.1	2245 100.0	0 0.0
(2) Girl		2101 47.8	0 0.0	2101 100.0
34. The grade I am in is:	Omit . . .	27 0.6	14 0.6	8 0.4
(1) Grade 2.		274 6.2	128 5.7	144 6.9
(2) Grade 3.		3382 77.0	1741 77.6	1605 76.4
(3) Grade 4.		709 16.1	362 16.1	344 16.4

Annual Composite Report
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Table 7266.G
Student Career Survey

Item Statement	Grade	2 N %	3 N %	4 N %
1. Being good at math and science will help me be ready for a good job.	Omit . . .	3 1.1	7 0.2	0 0.0
	(1) Yes.	252 92.0	3062 90.5	650 91.7
	(2) No	19 6.9	313 9.3	59 8.3
2. I think doing well in school will help me get a job when I grow up.	Omit . . .	2 0.7	3 0.1	1 0.1
	(1) Yes.	263 96.0	3303 97.7	701 98.9
	(2) No	9 3.3	76 2.2	7 1.0
3. At school, I am encouraged to be good at math.	Omit . . .	3 1.1	14 0.4	3 0.4
	(1) Yes.	237 86.5	2797 82.7	556 78.4
	(2) No	34 12.4	571 16.9	150 21.2
4. Sometimes at school different things are expected of boys and girls.	Omit . . .	4 1.5	14 0.4	1 0.1
	(1) Yes.	185 67.5	2002 59.2	459 64.7
	(2) No	85 31.0	1366 40.4	249 35.1
5. At school, I am encouraged to be good at reading.	Omit . . .	2 0.7	9 0.3	4 0.6
	(1) Yes.	247 90.1	2854 84.4	559 78.8
	(2) No	25 9.1	519 15.3	146 20.6
6. Sometimes at school I get the feeling boys and girls are treated differently.	Omit . . .	2 0.7	14 0.4	5 0.7
	(1) Yes.	184 67.2	1981 58.6	410 57.8
	(2) No	88 32.1	1387 41.0	294 41.5
7. The main reason people work is because they need the money they earn.	Omit . . .	2 0.7	13 0.4	5 0.7
	(1) Yes.	244 89.1	2853 84.4	546 77.0
	(2) No	28 10.2	516 15.3	158 22.3
8. Today, more women are working at paying jobs than in the past.	Omit . . .	2 0.7	31 0.9	4 0.6
	(1) Yes.	193 70.4	2461 72.8	572 80.7
	(2) No	79 28.8	890 26.3	133 18.8

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Table 7266.G
Student Career Survey

Item Statement	Grade	2 N %	3 N %	4 N %
9. Some jobs pay more than others.	Omit . . .	1 0.4	8 0.2	2 0.3
	(1) Yes.	257 93.8	3280 97.0	694 97.9
	(2) No	16 5.8	94 2.8	13 1.8
10. I believe I will work at a job or career for most of my life.	Omit . . .	1 0.4	21 0.6	6 0.8
	(1) Yes.	187 68.2	2493 73.7	562 79.3
	(2) No	86 31.4	868 25.7	141 19.9
11. It is important to me how much money I will earn when I grow up.	Omit . . .	2 0.7	22 0.7	7 1.0
	(1) Yes.	196 71.5	2405 71.1	491 69.3
	(2) No	76 27.7	955 28.2	211 29.8
12. I think doctors make more money than secretaries.	Omit . . .	4 1.5	35 1.0	4 0.6
	(1) Yes.	156 56.9	2544 75.2	592 83.5
	(2) No	114 41.6	803 23.7	113 15.9
13. Usually the pay is the same for jobs men do and jobs women do.	Omit . . .	2 0.7	23 0.7	3 0.4
	(1) Yes.	161 58.8	2219 65.6	509 71.8
	(2) No	111 40.5	1140 33.7	197 27.8
14. I think about becoming a medical doctor when I grow up.	Omit . . .	1 0.4	20 0.6	10 1.4
	(1) Yes.	47 17.2	553 16.4	128 18.1
	(2) No	226 82.5	2809 83.1	571 80.5
15. I think about becoming a nurse when I grow up.	Omit . . .	3 1.1	44 1.3	4 0.6
	(1) Yes.	52 19.0	583 17.2	92 13.0
	(2) No	219 79.9	2755 81.5	613 86.5
16. Today both boys and girls can grow up to be firefighters.	Omit . . .	3 1.1	42 1.2	0 0.0
	(1) Yes.	244 89.1	3013 89.1	633 89.3
	(2) No	27 9.9	327 9.7	76 10.7

Item Statement	Grade	2 N %	3 N %	4 N %
17. Many women work because they need the money.	Omit . . .	2 0.7	52 1.5	2 0.3
	(1) Yes.	251 91.6	2832 83.7	602 84.9
	(2) No	21 7.7	498 14.7	105 14.8
18. Many men work because they need the money.	Omit . . .	5 1.8	51 1.5	4 0.6
	(1) Yes.	251 91.6	2890 85.5	608 85.8
	(2) No	18 6.6	441 13.0	97 13.7
19. Today more children live in homes with just one parent than in the past.	Omit . . .	3 1.1	82 2.4	11 1.6
	(1) Yes.	118 43.1	1742 51.5	406 57.3
	(2) No	153 55.8	1558 46.1	292 41.2
20. My grandmother works or has worked at a paying job.	Omit . . .	3 1.1	110 3.3	19 2.7
	(1) Yes.	194 70.8	2428 71.8	545 76.9
	(2) No	77 28.1	844 25.0	145 20.5
21. My family believes it is important that I work at a job when I grow up.	Omit . . .	2 0.7	56 1.7	7 1.0
	(1) Yes.	248 90.5	3032 89.7	648 91.4
	(2) No	24 8.8	294 8.7	54 7.6
22. I believe that when I grow up both husband and wife will need to work to pay the bills.	Omit .	2 0.7	67 2.0	11 1.6
	(1) Yes.	235 85.8	2712 80.2	567 80.0
	(2) No	37 13.5	603 17.8	131 18.5
23. It would be okay with my parents if I decided to be a carpenter.	Omit . . .	4 1.5	62 1.8	7 1.0
	(1) Yes.	177 64.6	2308 68.2	502 70.8
	(2) No	93 33.9	1012 29.9	200 28.2
24. It would be okay with my parents if I decided to be a secretary.	Omit . . .	1 0.4	64 1.9	9 1.3
	(1) Yes.	205 74.8	2490 73.6	523 73.8
	(2) No	68 24.8	828 24.5	177 25.0

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Table 7266.G
Student Career Survey

Item Statement	*Grade*	*2* N %	*3* N %	*4* N %
25. Doing good work in school is important to me.	Omit . . .	0 0.0	38 1.1	3 0.4
	(1) Yes.	267 97.4	3247 96.0	681 96.1
	(2) No	7 2.6	97 2.9	25 3.5
26. I feel that I am a leader in my class.	Omit . .	2 0.7	58 1.7	9 1.3
	(1) Yes.	102 37.2	987 29.2	175 24.7
	(2) No	170 62.0	2337 69.1	525 74.0
27. I feel boys can do any jobs that girls can do.	Omit . . .	1 0.4	42 1.2	3 0.4
	(1) Yes.	227 82.8	2706 80.0	575 81.1
	(2) No	46 16.8	634 18.7	131 18.5
28. I feel good about myself.	Omit . . .	2 0.7	48 1.4	10 1.4
	(1) Yes.	257 93.8	3083 91.2	648 91.4
	(2) No	15 5.5	251 7.4	51 7.2
29. My friends and I talk about what we are going to be when we grow up.	Omit . . .	2 0.7	48 1.4	0 0.0
	(1) Yes.	164 59.9	2063 61.0	416 58.7
	(2) No	108 39.4	1271 37.6	293 41.3
30. People should choose jobs because they are good at that job.	Omit . . .	4 1.5	43 1.3	11 1.6
	(1) Yes.	221 80.7	2613 77.3	519 73.2
	(2) No	49 17.9	726 21.5	179 25.2
31. I feel girls can do any job that boys can do.	Omit . . .	1 0.4	43 1.3	5 0.7
	(1) Yes.	214 78.1	2491 73.7	536 75.6
	(2) No	59 21.5	848 25.1	168 23.7
32. I am good at math.	Omit . . .	2 0.7	74 2.2	14 2.0
	(1) Yes.	232 84.7	2648 78.3	547 77.2
	(2) No	40 14.6	660 19.5	148 20.9

Item Statement	Grade	2 N %	3 N %	4 N %
33. I am:	Omit . . .	2 0.7	36 1.1	3 0.4
(1) Boy.		128 46.7	1741 51.5	362 51.1
(2) Girl		144 52.6	1605 47.5	344 48.5
34. The grade I am in is:	Omit . . .	0 0.0	0 0.0	0 0.0
(1) Grade 2.		274 100.0	0 0.0	0 0.0
(2) Grade 3.		0 0.0	3382 100.0	0 0.0
(3) Grade 4.		0 0.0	0 0.0	709 100.0

7267
Student Career Survey
Grades 5/6/7

Annual Composite Report
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Item Statement	*Total* N %	*Male* N %	*Female* N %
1. Math is one of my favorite subjects. Omit. . .	3 .1	1 0.1	2 0.1
(1) I disagree	942 27.3	435 25.2	490 29.3
(2) Unsure	765 22.2	388 22.5	365 21.8
(3) I agree.	1737 50.4	902 52.3	818 48.8
2. Girls are often better at math than boys. Omit. . .	3 0.1	1 0.1	2 0.1
(1) I disagree	1399 40.6	862 49.9	518 30.9
(2) Unsure	1558 45.2	703 40.7	836 49.9
(3) I agree.	487 14.1	160 9.3	319 19.0
3. Being good at math will help me get a job in the future. Omit. . .	4 0.1	1 0.1	3 0.2
(1) I disagree	89 2.6	52 3.0	35 2.1
(2) Unsure	492 14.3	257 14.9	225 13.4
(3) I agree.	2862 83.0	1416 82.0	1412 84.3
4. In our school, both boys and girls are treated the same. Omit. . .	14 0.4	5 0.3	8 0.5
(1) I disagree	755 21.9	421 24.4	319 19.0
(2) Unsure	918 26.6	475 27.5	430 25.7
(3) I agree.	1760 51.1	825 47.8	918 54.8
5. I think my school gives boys and girls the same chances. Omit. . .	14 0.4	8 0.5	5 0.3
(1) I disagree	530 15.4	263 15.2	259 15.5
(2) Unsure	829 24.0	403 23.3	412 24.6
(3) I agree.	2074 60.2	1052 61.0	999 59.6
6. It is important that girls learn to be leaders. Omit. . .	17 0.5	7 0.4	9 0.5
(1) I disagree	879 25.5	497 28.8	362 21.6
(2) Unsure	1199 34.8	664 38.5	522 31.2
(3) I agree.	1352 39.2	558 32.3	782 46.7

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Table 7267.S
Student Career Survey

Item Statement	*Total* N %	*Male* N %	*Female* N %
7. Both boys and girls should be developing math, science, and computer skills. Omit. . .	15 0.4	6 0.3	8 0.5
(1) I disagree	142 4.1	77 4.5	61 3.6
(2) Unsure	547 15.9	264 15.3	272 16.2
(3) I agree.	2743 79.6	1379 79.9	1334 79.6
8. It is important that boys learn to be leaders. Omit. . .	15 0.4	6 0.3	8 0.5
(1) I disagree	659 19.1	202 11.7	446 26.6
(2) Unsure	1053 30.5	461 26.7	579 34.6
(3) I agree.	1720 49.9	1057 61.2	642 38.3
9. Generally, teachers expect the same things of girls and boys. Omit. . .	14 0.4	4 0.2	9 0.5
(1) I disagree	441 12.8	252 14.6	180 10.7
(2) Unsure	642 18.6	341 19.8	291 17.4
(3) I agree.	2350 68.2	1129 65.4	1195 71.3
10. In school I am encouraged to do good work in math. Omit. . .	12 0.3	5 0.3	4 0.2
(1) I disagree	148 4.3	78 4.5	65 3.9
(2) Unsure	511 14.8	277 16.0	223 13.3
(3) I agree.	2776 80.5	1366 79.1	1383 82.6
11. In school I am encouraged to do good work in science. Omit. . .	13 0.4	3 0.2	4 0.2
(1) I disagree	151 4.4	76 4.4	69 4.1
(2) Unsure	533 15.5	290 16.8	235 14.0
(3) I agree.	2750 79.8	1357 78.6	1367 81.6
12. In school I am encouraged to do good work in reading. Omit. . .	14 0.4	6 0.3	4 0.2
(1) I disagree	174 5.0	106 6.1	64 3.8
(2) Unsure	531 15.4	293 17.0	226 13.5
(3) I agree.	2728 79.1	1321 76.5	1381 82.4

	Item Statement	Total N %	Male N %	Female N %
13.	Doing good work in school is important to me.			
	Omit. . .	8 0.2	2 0.1	3 0.2
	(1) I disagree	97 2.8	64 3.7	28 1.7
	(2) Unsure	342 9.9	198 11.5	133 7.9
	(3) I agree.	3000 87.0	1462 84.7	1511 90.2
14.	In school we learn about different careers.			
	Omit. . .	8 0.2	4 0.2	1 0.1
	(1) I disagree	610 17.7	301 17.4	296 17.7
	(2) Unsure	1226 35.6	578 33.5	635 37.9
	(3) I agree.	1603 46.5	843 48.8	743 44.4
15.	Men often are paid more than women for doing the same job.			
	Omit. . .	13 0.4	5 0.3	4 0.2
	(1) I disagree	1252 36.3	643 37.3	589 35.2
	(2) Unsure	1422 41.3	724 41.9	685 40.9
	(3) I agree.	760 22.0	354 20.5	397 23.7
16.	Teachers have helped me think about careers.			
	Omit. . .	17 0.5	7 0.4	6 0.4
	(1) I disagree	1031 29.9	533 30.9	481 28.7
	(2) Unsure	985 28.6	493 28.6	478 28.5
	(3) I agree.	1414 41.0	693 40.2	710 42.4
17.	Most women work because they need the money.			
	Omit. . .	24 0.7	10 0.6	9 0.5
	(1) I disagree	964 28.0	360 20.9	590 35.2
	(2) Unsure	1342 38.9	711 41.2	618 36.9
	(3) I agree.	1117 32.4	645 37.4	458 27.3
18.	The amount of money I will make is important to me when I think about career.			
	Omit. . .	14 0.4	6 0.3	4 0.2
	(1) I disagree	344 10.0	134 7.8	205 12.2
	(2) Unsure	719 20.9	294 17.0	413 24.7
	(3) I agree.	2370 68.8	1292 74.9	1053 62.9

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Table 7267.S
Student Career Survey

	Item Statement	*Total* N	%	*Male* N	%	*Female* N	%
19.	It would be okay with me if a man was a nurse. Omit. . .	11	0.3	2	0.1	5	0.3
	(1) I disagree	483	14.0	311	18.0	163	9.7
	(2) Unsure	667	19.4	412	23.9	249	14.9
	(3) I agree.	2286	66.3	1001	58.0	1258	75.1
20.	It would be okay with me if a woman was an auto mechanic. Omit. . .	9	0.3	0	0.0	5	0.3
	(1) I disagree	334	9.7	241	14.0	86	5.1
	(2) Unsure	584	16.9	365	21.1	211	12.6
	(3) I agree.	2520	73.1	1120	64.9	1373	82.0
21.	I would consider becoming a carpenter. Omit .	22	0.6	1	0.1	1	0.1
	(1) I disagree	1999	58.0	842	48.8	1144	68.3
	(2) Unsure	883	25.6	508	29.4	371	22.1
	(3) I agree.	543	15.8	375	21.7	159	9.5
22.	I would consider becoming a secretary. Omit .	26	0.8	3	0.2	3	0.2
	(1) I disagree	1669	48.4	1216	70.5	442	26.4
	(2) Unsure	1060	30.8	425	24.6	626	37.4
	(3) I agree.	692	20.1	82	4.8	604	36.1
23.	Computers and other technology, such as robots, are changing what kind of jobs there will be in the future. Omit. . .	27	0.8	1	0.1	5	0.3
	(1) I disagree	166	4.8	74	4.3	86	5.1
	(2) Unsure	694	20.1	266	15.4	420	25.1
	(3) I agree.	2560	74.3	1385	80.2	1164	69.5
24.	I feel the work I do in school is preparing me for jobs of the future. Omit. . .	30	0.9	6	0.3	4	0.2
	(1) I disagree	219	6.4	126	7.3	90	5.4
	(2) Unsure	632	18.3	326	18.9	297	17.7
	(3) I agree.	2566	74.4	1268	73.5	1284	76.7

	Item Statement	Total N	Total %	Male N	Male %	Female N	Female %
25.	I would consider owning my own business. Omit.	35	1.0	9	0.5	4	0.2
	(1) I disagree	512	14.9	245	14.2	263	15.7
	(2) Unsure	1128	32.7	540	31.3	578	34.5
	(3) I agree.	1772	51.4	932	54.0	830	49.6
26.	Boys should be able to have any job. Omit.	26	0.8	2	0.1	4	0.2
	(1) I disagree	469	13.6	263	15.2	202	12.1
	(2) Unsure	604	17.5	353	20.5	244	14.6
	(3) I agree.	2348	68.1	1108	64.2	1225	73.1
27.	Girls should be able to have any job. Omit.	36	1.0	8	0.5	8	0.5
	(1) I disagree	542	15.7	393	22.8	146	8.7
	(2) Unsure	614	17.8	404	23.4	203	12.1
	(3) I agree.	2255	65.4	921	53.4	1318	78.7
28.	Most men work because they need the money. Omit.	43	1.2	9	0.5	14	0.8
	(1) I disagree	762	22.1	368	21.3	384	22.9
	(2) Unsure	1356	39.3	596	34.5	754	45.0
	(3) I agree.	1286	37.3	753	43.6	523	31.2
29.	I believe I will work at a paying job most of my life. Omit.	36	1.0	9	0.5	7	0.4
	(1) I disagree	149	4.3	65	3.8	83	5.0
	(2) Unsure	940	27.3	434	25.1	497	29.7
	(3) I agree.	2322	67.4	1218	70.6	1088	65.0
30.	Women work at paid jobs nearly as many years as men. Omit.	28	0.8	3	0.2	3	0.2
	(1) I disagree	422	12.2	265	15.4	151	9.0
	(2) Unsure	1491	43.3	782	45.3	700	41.8
	(3) I agree.	1506	43.7	676	39.2	821	49.0

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Table 7267.S
Student Career Survey

Item Statement		*Total* N %	*Male* N %	*Female* N %
31. More and more children live in homes with just one parent.	Omit. . .	34 1.0	4 0.2	8 0.5
(1) I disagree		283 8.2	186 10.8	96 5.7
(2) Unsure		1343 39.0	717 41.5	616 36.8
(3) I agree.		1787 51.8	819 47.5	955 57.0
32. I plan to have a job.	Omit. . .	35 1.0	5 0.3	5 0.3
(1) I disagree		41 1.2	26 1.5	15 0.9
(2) Unsure		109 3.2	63 3.7	43 2.6
(3) I agree.		3262 94.6	1632 94.6	1612 96.2
33. I plan to have a family and a job.	Omit. . .	39 1.1	10 0.6	7 0.4
(1) I disagree		152 4.4	86 5.0	62 3.7
(2) Unsure		620 18.0	350 20.3	263 15.7
(3) I agree.		2636 76.5	1280 74.2	1343 80.2
34. I have learned about different jobs from watching television.	Omit. . .	31 0.9	5 0.3	4 0.2
(1) I disagree		428 12.4	202 11.7	221 13.2
(2) Unsure		701 20.3	326 18.9	367 21.9
(3) I agree.		2287 66.3	1193 69.1	1083 64.7
35. My family has helped me plan what I should be when I grow up.	Omit. . .	39 1.1	7 0.4	10 0.6
(1) I disagree		1086 31.5	512 29.7	568 33.9
(2) Unsure		930 27.0	460 26.7	461 27.5
(3) I agree.		1392 40.4	747 43.3	636 38.0
36. In our family, males and females share work at home.	Omit. . .	37 1.1	6 0.3	5 0.3
(1) I disagree		534 15.5	264 15.3	265 15.8
(2) Unsure		499 14.5	269 15.6	228 13.6
(3) I agree.		2377 69.0	1187 68.8	1177 70.3

	Item Statement		Total N %	Male N %	Female N %
37.	I feel good about myself.	Omit. . .	37 1.1	6 0.3	5 0.3
	(1) I disagree		151 4.4	78 4.5	69 4.1
	(2) Unsure		578 16.8	247 14.3	324 19.3
	(3) I agree.		2681 77.8	1395 80.8	1277 76.2
38.	I feel that I could be whatever I want to be when I grow up.	Omit. . .	35 1.0	5 0.3	5 0
	(1) I disagree		201 5.8	121 7.0	77 4.6
	(2) Unsure		518 15.0	290 16.8	219 13.1
	(3) I agree.		2693 78.1	1310 75.9	1374 82.0
39.	The way I feel about myself affects how well I do something.	Omit. . .	42 1.2	8 0.5	10 0.6
	(1) I disagree		218 6.3	113 6.5	99 5.9
	(2) Unsure		639 18.5	342 19.8	292 17.4
	(3) I agree.		2548 73.9	1263 73.2	1274 76.1
40.	I enjoy learning to do new things.	Omit. . .	40 1.2	7 0.4	8 0.5
	(1) I disagree		104 3.0	72 4.2	30 1.8
	(2) Unsure		548 15.9	306 17.7	236 14.1
	(3) I agree.		2755 79.9	1341 77.7	1401 83.6
41.	My friends and I talk about what we will be when we grow up.	Omit. . .	36 1.0	3 0.2	8 0.5
	(1) I disagree		810 23.5	455 26.4	352 21.0
	(2) Unsure		795 23.1	411 23.8	378 22.6
	(3) I agree.		1806 52.4	857 49.7	937 55.9
42.	The career I choose is important to my parents.	Omit. . .	49 1.4	10 0.6	14 0.8
	(1) I disagree		496 14.4	244 14.1	249 14.9
	(2) Unsure		1273 36.9	604 35.0	658 39.3
	(3) I agree.		1629 47.3	868 50.3	754 45.0

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Table 7267.S
Student Career Survey

	Item Statement		*Total* N %	*Male* N %	*Female* N %
43.	My parents would support me in whatever career I choose.	Omit. . .	50 1.5	13 0.8	12 0.7
	(1) I disagree		182 5.3	112 6.5	67 4.0
	(2) Unsure		702 20.4	373 21.6	323 19.3
	(3) I agree.		2513 72.9	1228 71.1	1273 76.0
44.	I think people should choose careers they think they would be good at.	Omit. . .	43 1.2	6 0.3	11 0.7
	(1) I disagree		123 3.6	72 4.2	44 2.6
	(2) Unsure		377 10.9	196 11.4	177 10.6
	(3) I agree.		2904 84.2	1452 84.1	1443 86.1
45.	Check one:	Omit. . .	46 1.3	0 0.0	0 0.0
	(1) Male		1726 50.1	1726 100.0	0 0.0
	(2) Female		1675 48.6	0 0.0	1675 100.0
46.	Check the grade you are in:	Omit. . .	7 0.2	3 0.2	4 0.2
	(1) 5th grade.		346 10.0	182 10.5	164 9.8
	(2) 6th grade.		2829 82.1	1421 82.3	1368 81.7
	(3) 7th grade.		265 7.7	120 7.0	139 8.3

Student Career Survey

Item Statement	Grade	5 N %	6 N %	7 N %
1. Math is one of my favorite subjects.	Omit. . .	0 0.0	1 0.0	2 0.8
	(1) I disagree	55 15.9	790 27.9	96 36.2
	(2) Unsure	57 16.5	652 23.0	54 20.4
	(3) I agree.	234 67.6	1386 49.0	113 42.6
2. Girls often are better at math than boys.	Omit. . .	0 0.0	3 0.1	0 0.0
	(1) I disagree	168 48.6	1123 39.7	107 40.4
	(2) Unsure	145 41.9	1295 45.8	113 42.6
	(3) I agree.	33 9.5	408 14.4	45 17.0
3. Being good at math will help me get a job in the future.	Omit. . .	0 0.0	4 0.1	0 0.0
	(1) I disagree	9 2.6	69 2.4	11 4.2
	(2) Unsure	55 15.9	397 14.0	40 15.1
	(3) I agree.	282 81.5	2359 83.4	214 80.8
4. In our school, both boys and girls are treated the same.	Omit. . .	1 0.3	11 0.4	2 0.8
	(1) I disagree	63 18.2	611 21.6	79 29.8
	(2) Unsure	69 19.9	775 27.4	73 27.5
	(3) I agree.	213 61.6	1432 50.6	111 41.9
5. I think my school gives boys and girls the same chances.	Omit. . .	2 0.6	11 0.4	1 0.4
	(1) I disagree	35 10.1	444 15.7	51 19.2
	(2) Unsure	75 21.7	685 24.2	68 25.7
	(3) I agree.	234 67.6	1689 59.7	145 54.7
6. It is important that girls learn to be leaders.	Omit. . .	2 0.6	14 0.5	1 0.4
	(1) I disagree	93 26.9	747 26.4	39 14.7
	(2) Unsure	127 36.7	990 35.0	81 30.6
	(3) I agree.	124 35.8	1078 38.1	144 54.3

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Table 7267.G
Student Career Survey

Item Statement	*Grade*	*5* N %	*6* N %	*7* N %
7. Both boys and girls should be developing math, science, and computer skills.	Omit. . .	0 0.0	14 0.5	1 0.4
	(1) I disagree	9 2.6	119 4.2	14 5.3
	(2) Unsure	45 13.0	468 16.5	34 12.8
	(3) I agree.	292 84.4	2228 78.8	216 81.5
8. It is important that boys learn to be leaders.	Omit. . .	3 0.9	11 0.4	1 0.4
	(1) I disagree	72 20.8	559 19.8	28 10.6
	(2) Unsure	105 30.3	878 31.0	70 26.4
	(3) I agree.	166 48.0	1381 48.8	166 62.6
9. Generally, teachers expect the same things of girls and boys.	Omit. . .	3 0.9	10 0.4	1 0.4
	(1) I disagree	33 9.5	350 12.4	58 21.9
	(2) Unsure	69 19.9	529 18.7	43 16.2
	(3) I agree.	241 69.7	1940 68.6	163 61.5
10. In school I am encouraged to do good work in math.	Omit. . .	1 0.3	10 0.4	1 0.4
	(1) I disagree	10 2.9	122 4.3	16 6.0
	(2) Unsure	48 13.9	422 14.9	41 15.5
	(3) I agree.	287 82.9	2275 80.4	207 78.1
11. In school I am encouraged to do good work in science.	Omit. . .	2 0.6	10 0.4	1 0.4
	(1) I disagree	16 4.6	113 4.0	22 8.3
	(2) Unsure	59 17.1	426 15.1	48 18.1
	(3) I agree.	269 77.7	2280 80.6	194 73.2
12. In school I am encouraged to do good work in reading.	Omit. . .	1 0.3	12 0.4	1 0.4
	(1) I disagree	19 5.5	134 4.7	21 7.9
	(2) Unsure	55 15.9	419 14.8	57 21.5
	(3) I agree.	271 78.3	2264 80.0	186 70.2

Student Career Survey

Item Statement	Grade	5 N %	6 N %	7 N %
13. Doing good work in school is important to me.	Omit. . .	1 0.3	5 0.2	2 0.8
	(1) I disagree	5 1.4	80 2.8	12 4.5
	(2) Unsure	13 3.8	301 10.6	28 10.6
	(3) I agree.	327 94.5	2443 86.4	223 84.2
14. In school we learn about different careers.	Omit. . .	0 0.0	7 0.2	1 0.4
	(1) I disagree	61 17.6	460 16.3	86 32.5
	(2) Unsure	123 35.5	1020 36.1	82 30.9
	(3) I agree.	162 46.8	1342 47.4	96 36.2
15. Men often are paid more than women for doing the same job.	Omit. . .	1 0.3	10 0.4	2 0.8
	(1) I disagree	153 44.2	1016 35.9	81 30.6
	(2) Unsure	130 37.6	1187 42.0	103 38.9
	(3) I agree.	62 17.9	616 21.8	79 29.8
16. Teachers have helped me think about careers.	Omit. . .	2 0.6	14 0.5	1 0.4
	(1) I disagree	83 24.0	832 29.4	115 43.4
	(2) Unsure	84 24.3	829 29.3	71 26.8
	(3) I agree.	177 51.2	1154 40.8	78 29.4
17. Most women work because they need the money.	Omit. . .	2 0.6	20 0.7	2 0.8
	(1) I disagree	101 29.2	777 27.5	86 32.5
	(2) Unsure	128 37.0	1113 39.3	101 38.1
	(3) I agree.	115 33.2	919 32.5	76 28.7
18. The amount of money I will make is important to me when I think about careers.	Omit. . .	0 0.0	13 0.5	1 0.4
	(1) I disagree	38 11.0	280 9.9	26 9.8
	(2) Unsure	80 23.1	589 20.8	48 18.1
	(3) I agree.	228 65.9	1947 68.8	190 71.7

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Table 7267.G
Student Career Survey

	Item Statement	Grade	5 N %	6 N %	7 N %
19.	It would be okay with me if a man was a nurse.	Omit. . .	1 0.3	9 0.3	1 0.4
		(1) I disagree	61 17.6	380 13.4	41 15.5
		(2) Unsure	65 18.8	551 19.5	50 18.9
		(3) I agree.	219 63.3	1889 66.8	173 65.3
20.	It would be okay with me if a woman was an auto mechanic.	Omit. . .	0 0.0	8 0.3	1 0.4
		(1) I disagree	37 10.7	270 9.5	27 10.2
		(2) Unsure	63 18.2	488 17.2	33 12.5
		(3) I agree.	246 71.1	2063 72.9	204 77.0
21.	I would consider becoming a carpenter.	Omit .	0 0.0	16 0.6	5 1.9
		(1) I disagree	225 65.0	1612 57.0	160 60.4
		(2) Unsure	87 25.1	740 26.2	54 20.4
		(3) I agree.	34 9.8	461 16.3	46 17.4
22.	I would consider becoming a secretary.	Omit .	0 0.0	21 0.7	5 1.9
		(1) I disagree	185 53.5	1345 47.5	135 50.9
		(2) Unsure	99 28.6	893 31.6	67 25.3
		(3) I agree.	62 17.9	570 20.1	58 21.9
23.	Computers and other technology, such as robots, are changing what kind of jobs there will be in the future.	Omit. . .	0 0.0	21 0.7	5 1.9
		(1) I disagree	17 4.9	133 4.7	16 6.0
		(2) Unsure	84 24.3	579 20.5	31 11.7
		(3) I agree.	245 70.8	2096 74.1	213 80.4
24.	I feel the work I do in school is preparing me for jobs of the future.	Omit. . .	1 0.3	23 0.8	6 2.3
		(1) I disagree	14 4.0	171 6.0	34 12.8
		(2) Unsure	48 13.9	533 18.8	50 18.9
		(3) I agree.	283 81.8	2102 74.3	175 66.0

	Item Statement	Grade	5 N %	6 N %	7 N %
25.	I would consider owning my own business.	Omit.	1 0.3	29 1.0	5 1.9
	(1) I disagree		54 15.6	412 14.6	45 17.0
	(2) Unsure		121 35.0	944 33.4	61 23.0
	(3) I agree.		170 49.1	1444 51.0	154 58.1
26.	Boys should be able to have any job.	Omit.	0 0.0	21 0.7	5 1.9
	(1) I disagree		51 14.7	388 13.7	30 11.3
	(2) Unsure		54 15.6	505 17.9	45 17.0
	(3) I agree.		241 69.7	1915 67.7	185 69.8
27.	Girls should be able to have any job.	Omit.	4 1.2	26 0.9	6 2.3
	(1) I disagree		55 15.9	449 15.9	38 14.3
	(2) Unsure		59 17.1	513 18.1	42 15.8
	(3) I agree.		228 65.9	1841 65.1	179 67.5
28.	Most men work because they need the money.	Omit.	3 0.9	34 1.2	5 1.9
	(1) I disagree		73 21.1	631 22.3	58 21.9
	(2) Unsure		139 40.2	1122 39.7	95 35.8
	(3) I agree.		131 37.9	1042 36.8	107 40.4
29.	I believe I will work at a paying job most of my life.	Omit.	1 0.3	30 1.1	5 1.9
	(1) I disagree		15 4.3	125 4.4	9 3.4
	(2) Unsure		111 32.1	767 27.1	60 22.6
	(3) I agree.		219 63.3	1907 67.4	191 72.1
30.	Women work at paid jobs nearly as many years as men.	Omit.	1 0.3	22 0.8	5 1.9
	(1) I disagree		37 10.7	344 12.2	40 15.1
	(2) Unsure		170 49.1	1222 43.2	97 36.6
	(3) I agree.		138 39.9	1241 43.9	123 46.4

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Table 7267.G
Student Career Survey

Item Statement	Grade	5 N %	6 N %	7 N %
31. More and more children live in homes with just one parent.	Omit. . .	0 0.0	28 1.0	6 2.3
(1) I disagree		40 11.6	222 7.8	19 7.2
(2) Unsure		134 38.7	1124 39.7	84 31.7
(3) I agree.		172 49.7	1455 51.4	156 58.9
32. I plan to have a job.	Omit. . .	1 0.3	29 1.0	5 1.9
(1) I disagree		2 0.6	34 1.2	5 1.9
(2) Unsure		13 3.8	93 3.3	3 1.1
(3) I agree.		330 95.4	2673 94.5	252 95.1
33. I plan to have a family and a job.	Omit. . .	0 0.0	32 1.1	7 2.6
(1) I disagree		12 3.5	122 4.3	18 6.8
(2) Unsure		76 22.0	495 17.5	49 18.5
(3) I agree.		258 74.6	2180 77.1	191 72.1
34. I have learned about different jobs from watching television.	Omit. . .	0 0.0	26 0.9	5 1.9
(1) I disagree		53 15.3	338 11.9	35 13.2
(2) Unsure		73 21.1	591 20.9	37 14.0
(3) I agree.		220 63.6	1874 66.2	188 70.9
35. My family has helped me plan what I should be when I grow up.	Omit. . .	0 0.0	34 1.2	5 1.9
(1) I disagree		99 28.6	890 31.5	95 35.8
(2) Unsure		83 24.0	777 27.5	69 26.0
(3) I agree.		164 47.4	1128 39.9	96 36.2
36. In our family, males and females share work at home.	Omit. . .	0 0.0	31 1.1	6 2.3
(1) I disagree		39 11.3	439 15.5	55 20.8
(2) Unsure		49 14.2	409 14.5	41 15.5
(3) I agree.		258 74.6	1950 68.9	163 61.5

	Item Statement	Grade	5 N %	6 N %	7 N %
37.	I feel good about myself.	Omit. . .	0 0.0	32 1.1	5 1.9
	(1) I disagree		10 2.9	124 4.4	17 6.4
	(2) Unsure		49 14.2	470 16.6	58 21.9
	(3) I agree.		287 82.9	2203 77.9	185 69.8
38.	I feel that I could be whatever I want to be when I grow up.	Omit. . .	1 0.3	29 1.0	5 2
	(1) I disagree		22 6.4	163 5.8	16 6.0
	(2) Unsure		37 10.7	438 15.5	43 16.2
	(3) I agree.		286 82.7	2199 77.7	201 75.8
39.	The way I feel about myself affects how well I do something.	Omit. . .	1 0.3	34 1.2	7 2.6
	(1) I disagree		22 6.4	178 6.3	18 6.8
	(2) Unsure		75 21.7	527 18.6	37 14.0
	(3) I agree.		248 71.7	2090 73.9	203 76.6
40.	I enjoy learning to do new things.	Omit. . .	1 0.3	32 1.1	7 2.6
	(1) I disagree		3 0.9	89 3.1	12 4.5
	(2) Unsure		39 11.3	458 16.2	51 19.2
	(3) I agree.		303 87.6	2250 79.5	195 73.6
41.	My friends and I talk about what we will be when we grow up.	Omit. . .	1 0.3	30 1.1	5 1.9
	(1) I disagree		75 21.7	665 23.5	69 26.0
	(2) Unsure		75 21.7	666 23.5	54 20.4
	(3) I agree.		195 56.4	1468 51.9	137 51.7
42.	The career I choose is important to my parents.	Omit. . .	2 0.6	40 1.4	7 2.6
	(1) I disagree		52 15.0	400 14.1	44 16.6
	(2) Unsure		116 33.5	1067 37.7	88 33.2
	(3) I agree.		176 50.9	1322 46.7	126 47.5

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Table 7267.G
Student Career Survey

	Item Statement	Grade	5 N %	6 N %	7 N %
43.	My parents would support me in whatever career I choose.	Omit. . .	4 1.2	39 1.4	7 2.6
	(1) I disagree		15 4.3	148 5.2	19 7.2
	(2) Unsure		57 16.5	587 20.7	58 21.9
	(3) I agree.		270 78.0	2055 72.6	181 68.3
44.	I think people should choose careers they think they would be good at.	Omit. . .	2 0.6	35 1.2	6 2.3
	(1) I disagree		13 3.8	99 3.5	11 4.2
	(2) Unsure		39 11.3	315 11.1	23 8.7
	(3) I agree.		292 84.4	2380 84.1	225 84.9
45.	Check one:	Omit. . .	0 0.0	40 1.4	6 2.3
	(1) Male		182 52.6	1421 50.2	120 45.3
	(2) Female		164 47.4	1368 48.4	139 52.5
46.	Check the grade you are in:	Omit. . .	0 0.0	0 0.0	0 0.0
	(1) 5th grade.		346 100.0	0 0.0	0 0.0
	(2) 6th grade.		0 0.0	2829 100.0	0 0.0
	(3) 7th grade.		0 0.0	0 0.0	265 100.0

7268
Student Career Survey
Grades 7/8/9

	Item Statement	Total	Male	Female
		%	%	%
1.	In our school teachers treat boys and girls the same way. Omit. . .	12 0.3	6 0.3	6 0.3
	(1) I disagree	1414 33.4	808 38.0	563 27.9
	(2) Unsure	1164 27.5	520 24.5	620 30.7
	(3) I agree.	1647 38.9	792 37.3	828 41.1
2.	Teachers help me consider many different career choices, including those that are nontraditional. Omit. . .	15 0.4	7 0.3	8 0.4
	(1) I disagree	1168 27.6	607 28.6	534 26.5
	(2) Unsure	1810 42.7	935 44.0	829 41.1
	(3) I agree.	1244 29.4	577 27.1	646 32.0
3.	In our school, there are courses that are clearly "boys courses" and "girls courses." Omit. . .	32 0.8	14 0.7	18 0.9
	(1) I disagree	1923 45.4	898 42.2	993 49.2
	(2) Unsure	1119 26.4	559 26.3	528 26.2
	(3) I agree.	1163 27.4	655 30.8	478 23.7
4.	Teachers expect the same things from girls and boys. Omit. . .	33 0.8	19 0.9	13 0.6
	(1) I disagree	885 20.9	475 22.3	378 18.7
	(2) Unsure	829 19.6	432 20.3	370 18.3
	(3) I agree.	2490 58.8	1200 56.4	1256 62.3
5.	In my classes, boys and girls are placed in separate groups for activities or projects. Omit. . .	36 0.8	21 1.0	15 0.7
	(1) I disagree	3023 71.3	1485 69.8	1477 73.2
	(2) Unsure	687 16.2	362 17.0	310 15.4
	(3) I agree.	491 11.6	258 12.1	215 10.7
6.	I believe I have the right to enroll in any course in the school. Omit. . .	170 4.0	83 3.9	85 4.2
	(1) I disagree	204 4.8	121 5.7	70 3.5
	(2) Unsure	504 11.9	299 14.1	190 9.4
	(3) I agree.	3359 79.3	1623 76.3	1672 82.9

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Table 7268.S
Student Career Survey

	Item Statement		*Total* N %	*Male* N %	*Female* N %
	7-11. I will plan my high school classes based on:				
7.	my interests.	Omit. . .	8 0.2	3 0.1	5 0.2
	(1) I disagree		106 2.5	68 3.2	31 1.5
	(2) Unsure		295 7.0	183 8.6	98 4.9
	(3) I agree.		3828 90.3	1872 88.1	1883 93.4
8.	what I am good at.	Omit. . .	14 0.3	6 0.3	8 0.4
	(1) I disagree		198 4.7	119 5.6	69 3.4
	(2) Unsure		489 11.5	227 10.7	246 12.2
	(3) I agree.		3536 83.5	1774 83.4	1694 84.0
9.	what classes my friends are taking.	Omit. . .	59 1.4	23 1.1	32 1.6
	(1) I disagree		1698 40.1	791 37.2	882 43.7
	(2) Unsure		1522 35.9	767 36.1	717 35.5
	(3) I agree.		958 22.6	545 25.6	386 19.1
10.	what I need for college.	Omit. . .	28 0.7	15 0.7	12 0.6
	(1) I disagree		219 5.2	141 6.6	66 3.3
	(2) Unsure		603 14.2	361 17.0	222 11.0
	(3) I agree.		3387 79.9	1609 75.7	1717 85.1
11.	what I need for a career.	Omit. . .	57 1.3	28 1.3	25 1.2
	(1) I disagree		113 2.7	74 3.5	33 1.6
	(2) Unsure		545 12.9	294 13.8	231 11.5
	(3) I agree.		3522 83.1	1730 81.4	1728 85.7
	12-14. In school I am encouraged to do good work in:				
12.	math.	Omit. . .	14 0.3	5 0.2	6 0.3
	(1) I disagree		196 4.6	105 4.9	85 4.2
	(2) Unsure		383 9.0	194 9.1	171 8.5
	(3) I agree.		3644 86.0	1822 85.7	1755 87.0

	Item Statement		Total N %	Male N %	Female N %
13.	science.	Omit. . .	23 0.5	9 0.4	11 0.5
	(1) I disagree		272 6.4	148 7.0	112 5.6
	(2) Unsure		687 16.2	349 16.4	311 15.4
	(3) I agree.		3255 76.8	1620 76.2	1583 78.5
14.	reading.	Omit. . .	38 0.9	23 1.1	12 0.6
	(1) I disagree		455 10.7	252 11.9	191 9.5
	(2) Unsure		920 21.7	474 22.3	425 21.1
	(3) I agree.		2824 66.7	1377 64.8	1389 68.9
15.	Doing good work in school is important to me.	Omit. . .	19 0.4	10 0.5	7 0.3
	(1) I disagree		207 4.9	134 6.3	64 3.2
	(2) Unsure		694 16.4	409 19.2	255 12.6
	(3) I agree.		3317 78.3	1573 74.0	1691 83.8
16.	Doing good work in school will help me prepare for a good career.	Omit. . .	16 0.4	8 0.4	6 0.3
	(1) I disagree		116 2.7	80 3.8	29 1.4
	(2) Unsure		381 9.0	220 10.3	151 7.5
	(3) I agree.		3724 87.9	1818 85.5	1831 90.8
17.	Most women work because they need the money.	Omit. . .	9 0.2	4 0.2	2 0.1
	(1) I disagree		1324 31.2	518 24.4	786 39.0
	(2) Unsure		1552 36.6	848 39.9	667 33.1
	(3) I agree.		1352 31.9	756 35.6	562 27.9
18.	Most people living below the poverty level are women and their children.	Omit. . .	17 0.4	10 0.5	4 0.2
	(1) I disagree		1235 29.1	508 23.9	711 35.3
	(2) Unsure		2044 48.2	1101 51.8	897 44.5
	(3) I agree.		941	507	405

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Student Career Survey

	Item Statement	Total N %	Male N %	Female N %
		22.2	23.8	20.1
19.	Women and men should be trained to get good jobs. Omit. . .	23 0.5	6 0.3	1 0.0
	(1) I disagree	122 2.9	79 3.7	38 1.9
	(2) Unsure	412 9.7	218 10.3	189 9.4
	(3) I agree.	3680 86.9	1823 85.7	1789 88.7
20.	Nine out of ten women work for pay sometime during their lives. Omit. . .	26 0.6	9 0.4	1 0.0
	(1) I disagree	161 3.8	99 4.7	57 2.8
	(2) Unsure	1432 33.8	770 36.2	630 31.2
	(3) I agree.	2618 61.8	1248 58.7	1329 65.9
21.	Most men work because they need the money. Omit. . .	43 1.0	21 1.0	6 0.3
	(1) I disagree	760 17.9	336 15.8	409 20.3
	(2) Unsure	1331 31.4	574 27.0	729 36.1
	(3) I agree.	2103 49.6	1195 56.2	873 43.3
22.	Women make up eight percent (2 out of 5) of engineers in the US. Omit. . .	34 0.8	12 0.6	5 0.2
	(1) I disagree	340 8.0	198 9.3	130 6.4
	(2) Unsure	2948 69.6	1456 68.5	1438 71.3
	(3) I agree.	915 21.6	460 21.6	444 22.0
23.	Engineers make an average annual salary of $34,000. Omit. . .	40 0.9	13 0.6	11 0.5
	(1) I disagree	242 5.7	149 7.0	79 3.9
	(2) Unsure	3222 76.0	1486 69.9	1683 83.4
	(3) I agree.	733 17.3	478 22.5	244 12.1
24.	Ninety-nine percent of all secretaries are women. Omit. . .	38 0.9	14 0.7	8 0.4
	(1) I disagree	422 10.0	208 9.8	205 10.2
	(2) Unsure	1618 38.2	828 38.9	753 37.3
	(3) I agree.	2159 51.0	1076 50.6	1051 52.1

	Item Statement	Total N %	Male N %	Female N %
25.	Secretaries make an average annual salary of $12,000. Omit. . .	50 1.2	21 1.0	11 0.5
	(1) I disagree	274 6.5	177 8.3	90 4.5
	(2) Unsure	3266 77.1	1542 72.5	1671 82.8
	(3) I agree.	647 15.3	386 18.2	245 12.1
26.	Overall, women make 64 cents for every dollar men make. Omit. . .	69 1.6	28 1.3	24 1.2
	(1) I disagree	685 16.2	354 16.7	320 15.9
	(2) Unsure	2674 63.1	1332 62.7	1290 64.0
	(3) I agree.	809 19.1	412 19.4	383 19.0
27.	"Womens' jobs" and "mens' jobs" are becoming a thing of the past. Omit. . .	42 1.0	14 0.7	8 0.4
	(1) I disagree	396 9.3	212 10.0	176 8.7
	(2) Unsure	949 22.4	519 24.4	410 20.3
	(3) I agree.	2850 67.3	1381 65.0	1423 70.6
28.	More and more children live in homes with just one parent today. Omit. . .	30 0.7	5 0.2	4 0.2
	(1) I disagree	236 5.6	150 7.1	79 3.9
	(2) Unsure	891 21.0	571 26.9	301 14.9
	(3) I agree.	3080 72.7	1400 65.9	1633 81.0
29.	I have learned about different careers from watching TV. Omit. . .	34 0.8	7 0.3	5 0.2
	(1) I disagree	688 16.2	327 15.4	351 17.4
	(2) Unsure	779 18.4	370 17.4	388 19.2
	(3) I agree.	2736 64.6	1422 66.9	1273 63.1
30.	In our family males and females share jobs at home. Omit. . .	44 1.0	16 0.8	6 0.3
	(1) I disagree	740 17.5	358 16.8	364 18.0
	(2) Unsure	528 12.5	324 15.2	189 9.4
	(3) I agree.	2925 69.0	1428 67.2	1458 72.3

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Table 7268.S
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	Item Statement		*Total* N %	*Male* N %	*Female* N %
31.	I plan to have a career.	Omit. . .	32 0.8	7 0.3	3 0.1
	(1) I disagree		76 1.8	49 2.3	23 1.1
	(2) Unsure		268 6.3	161 7.6	96 4.8
	(3) I agree.		3861 91.1	1909 89.8	1895 94.0
32.	I plan to have a family and a career.	Omit. . .	41 1.0	11 0.5	8 0.4
	(1) I disagree		230 5.4	126 5.9	93 4.6
	(2) Unsure		879 20.7	499 23.5	362 17.9
	(3) I agree.		3087 72.9	1490 70.1	1554 77.0
33.	In most families, both parents work at jobs outside the home.	Omit. . .	37 0.9	8 0.4	7 0.3
	(1) I disagree		271 6.4	161 7.6	104 5.2
	(2) Unsure		1092 25.8	615 28.9	451 22.4
	(3) I agree.		2837 67.0	1342 63.1	1455 72.1
34.	I would like to find out more about possible careers.	Omit. . .	33 0.8	5 0.2	4 0.2
	(1) I disagree		278 6.6	160 7.5	110 5.5
	(2) Unsure		701 16.5	375 17.6	311 15.4
	(3) I agree.		3225 76.1	1586 74.6	1592 78.9
35.	The career I choose is important to my parents.	Omit. . .	45 1.1	11 0.5	6 0.3
	(1) I disagree		887 20.9	424 19.9	448 22.2
	(2) Unsure		1500 35.4	784 36.9	690 34.2
	(3) I agree.		1805 42.6	907 42.7	873 43.3
36.	I feel good about myself.	Omit. . .	52 1.2	13 0.6	9 0.4
	(1) I disagree		256 6.0	115 5.4	133 6.6
	(2) Unsure		829 19.6	378 17.8	436 21.6
	(3) I agree.		3100 73.2	1620 76.2	1439 71.3

	Item Statement		Total N %	Male N %	Female N %
37.	I feel I could be whatever I want to be when I grow up.	Omit. . .	46 1.1	9 0.4	8 0.4
	(1) I disagree		363 8.6	202 9.5	152 7.5
	(2) Unsure		781 18.4	433 20.4	335 16.6
	(3) I agree.		3047 71.9	1482 69.7	1522 75.5
38.	The way I feel about myself affects how well I do something.	Omit. . .	48 1.1	11 0.5	8 0.4
	(1) I disagree		255 6.0	155 7.3	92 4.6
	(2) Unsure		684 16.1	376 17.7	294 14.6
	(3) I agree.		3250 76.7	1584 74.5	1623 80.5
39.	I enjoy to learning to do new things.	Omit. .	43 1.0	9 0.4	5 0.2
	(1) I disagree		200 4.7	119 5.6	71 3.5
	(2) Unsure		781 18.4	426 20.0	334 16.6
	(3) I agree.		3213 75.8	1572 73.9	1607 79.7
40.	I feel that I am good at many things.	Omit. . .	47 1.1	7 0.3	11 0.5
	(1) I disagree		324 7.6	113 5.3	200 9.9
	(2) Unsure		911 21.5	384 18.1	511 25.3
	(3) I agree.		2955 69.7	1622 76.3	1295 64.2
41.	My parents would support me in whatever career I choose.	Omit. . .	61 1.4	18 0.8	13 0.6
	(1) I disagree		296 7.0	163 7.7	123 6.1
	(2) Unsure		949 22.4	532 25.0	402 19.9
	(3) I agree.		2931 69.2	1413 66.5	1479 73.3
	42-45 The place I would go to get help in planning my career is:				
42.	parents.	Omit. . .	56 1.3	16 0.8	8 0.4
	(1) I disagree		394 9.3	210 9.9	177 8.8
	(2) Unsure		858 20.3	457 21.5	377 18.7
	(3) I agree.		2929 69.1	1443 67.9	1455 72.1

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Table 7268.S
Student Career Survey

	Item Statement		*Total* N %	*Male* N %	*Female* N %
43.	teachers.	Omit. . .	69 1.6	23 1.1	13 0.6
	(1) I disagree		858 20.3	505 23.8	335 16.6
	(2) Unsure		1426 33.7	709 33.3	698 34.6
	(3) I agree.		1884 44.5	889 41.8	971 48.1
44.	other people I know.	Omit. . .	67 1.6	22 1.0	12 0.6
	(1) I disagree		376 8.9	248 11.7	122 6.0
	(2) Unsure		1127 26.6	622 29.3	485 24.0
	(3) I agree.		2667 62.9	1234 58.0	1398 69.3
45.	school counselors.	Omit. . .	105 2.5	36 1.7	36 1.8
	(1) I disagree		1068 25.2	577 27.1	473 23.5
	(2) Unsure		1339 31.6	686 32.3	632 31.3
	(3) I agree.		1725 40.7	827 38.9	876 43.4
46.	Check one:	Omit. . .	94 2.2	0 0.0	0 0.0
	(1) Male		2126 50.2	2126 100.0	0 0.0
	(2) Female		2017 47.6	0 0.0	2017 100.0
47.	Check the grade you are in:	Omit. . .	9 0.2	1 0.0	0 0.0
	(1) Grade 7.		629 14.8	311 14.6	307 15.2
	(2) Grade 8.		2518 59.4	1285 60.4	1190 59.0
	(3) Grade 9.		1081 25.5	529 24.9	520 25.8

	Item Statement	7Th N %	8Th N %	9Th N %
1.	In our school teachers treat boys and girls the same way. Omit. . .	0 0.0	7 0.3	5 0.5
	(1) I disagree	217 34.5	930 36.9	264 24.4
	(2) Unsure	174 27.7	681 27.0	306 28.3
	(3) I agree.	238 37.8	900 35.7	506 46.8
2.	Teachers help me consider many different career choices, including those that are nontraditional. Omit. . .	2 0.3	5 0.2	8 0.7
	(1) I disagree	174 27.7	750 29.8	240 22.2
	(2) Unsure	283 45.0	1069 42.5	455 42.1
	(3) I agree.	170 27.0	694 27.6	378 35.0
3.	In our school, there are courses that are clearly "boys courses" and "girls courses." Omit. . .	4 0.6	22 0.9	6 0.6
	(1) I disagree	268 42.6	1206 47.9	446 41.3
	(2) Unsure	198 31.5	579 23.0	340 31.5
	(3) I agree.	159 25.3	711 28.2	289 26.7
4.	Teachers expect the same things from girls and boys. Omit. . .	4 0.6	23 0.9	5 0.5
	(1) I disagree	142 22.6	554 22.0	187 17.3
	(2) Unsure	106 16.9	508 20.2	212 19.6
	(3) I agree.	377 59.9	1433 56.9	677 62.6
5.	In my classes, boys and girls are placed in separate groups for activities or projects. Omit. . .	5 0.8	23 0.9	8 0.7
	(1) I disagree	445 70.7	1734 68.9	842 77.9
	(2) Unsure	102 16.2	443 17.6	137 12.7
	(3) I agree.	77 12.2	318 12.6	94 8.7
6.	I believe I have the right to enroll in any course in the school. Omit. . .	37 5.9	107 4.2	26 2.4
	(1) I disagree	36 5.7	129 5.1	39 3.6
	(2) Unsure	95 15.1	305 12.1	100 9.3
	(3) I agree.	461 73.3	1977 78.5	916 84.7

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Table 7268.G
Student Career Survey

Item Statement		*7Th N %*	*8Th N %*	*9Th N %*
7-11. I will plan my high school classes based on:				
7. my interests.	Omit. . .	3 0.5	5 0.2	0 0.0
(1) I disagree		16 2.5	64 2.5	26 2.4
(2) Unsure		55 8.7	181 7.2	57 5.3
(3) I agree.		555 88.2	2268 90.1	998 92.3
8. what I am good at.	Omit. . .	3 0.5	11 0.4	0 0.0
(1) I disagree		42 6.7	108 4.3	48 4.4
(2) Unsure		73 11.6	289 11.5	123 11.4
(3) I agree.		511 81.2	2110 83.8	910 84.2
9. what classes my friends are taking.	Omit. . .	12 1.9	34 1.4	12 1.1
(1) I disagree		241 38.3	950 37.7	506 46.8
(2) Unsure		211 33.5	946 37.6	362 33.5
(3) I agree.		165 26.2	588 23.4	201 18.6
10. what I need for college.	Omit. . .	6 1.0	17 0.7	4 0.4
(1) I disagree		34 5.4	126 5.0	59 5.5
(2) Unsure		99 15.7	362 14.4	138 12.8
(3) I agree.		490 77.9	2013 79.9	880 81.4
11. what I need for a career.	Omit. . .	11 1.7	31 1.2	15 1.4
(1) I disagree		16 2.5	69 2.7	28 2.6
(2) Unsure		97 15.4	336 13.3	107 9.9
(3) I agree.		505 80.3	2082 82.7	931 86.1
12-14. In school I am encouraged to do good work in:				
12. math.	Omit. . .	1 0.2	8 0.3	5 0.5
(1) I disagree		31 4.9	134 5.3	31 2.9
(2) Unsure		63 10.0	228 9.1	90 8.3
(3) I agree.		534 84.9	2148 85.3	955 88.3

	Item Statement		7Th N %	8Th N %	9Th N %
13.	science.	Omit. . .	3 0.5	12 0.5	7 0.6
	(1) I disagree		40 6.4	167 6.6	64 5.9
	(2) Unsure		103 16.4	398 15.8	183 16.9
	(3) I agree.		483 76.8	1941 77.1	827 76.5
14.	reading.	Omit. . .	4 0.6	17 0.7	17 1.6
	(1) I disagree		45 7.2	235 9.3	175 16.2
	(2) Unsure		110 17.5	517 20.5	290 26.8
	(3) I agree.		470 74.7	1749 69.5	599 55.4
15.	Doing good work in school is important to me.	Omit. . .	2 0.3	9 0.4	8 0.7
	(1) I disagree		25 4.0	140 5.6	41 3.8
	(2) Unsure		92 14.6	429 17.0	169 15.6
	(3) I agree.		510 81.1	1940 77.0	863 79.8
16.	Doing good work in school will help me prepare for a good career.	Omit. . .	2 0.3	7 0.3	7 0.6
	(1) I disagree		22 3.5	68 2.7	26 2.4
	(2) Unsure		68 10.8	234 9.3	75 6.9
	(3) I agree.		537 85.4	2209 87.7	973 90.0
17.	Most women work because they need the money.	Omit. . .	0 0.0	5 0.2	4 0.4
	(1) I disagree		220 35.0	770 30.6	333 30.8
	(2) Unsure		236 37.5	919 36.5	394 36.4
	(3) I agree.		173 27.5	824 32.7	350 32.4
18.	Most people living below the poverty level are women and their children.	Omit. . .	1 0.2	9 0.4	7 0.6
	(1) I disagree		196 31.2	749 29.7	289 26.7
	(2) Unsure		307 48.8	1201 47.7	530 49.0
	(3) I agree.		125	559	255

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Table 7268.G
Student Career Survey

	Item Statement	7Th N %	8Th N %	9Th N %
		19.9	22.2	23.6
19.	Women and men should be trained to get good jobs. Omit. . .	3 0.5	12 0.5	8 0.7
	(1) I disagree	22 3.5	70 2.8	29 2.7
	(2) Unsure	80 12.7	245 9.7	86 8.0
	(3) I agree.	524 83.3	2191 87.0	958 88.6
20.	Nine out of ten women work for pay sometime during their lives. Omit. . .	3 0.5	13 0.5	10 0.9
	(1) I disagree	35 5.6	94 3.7	32 3.0
	(2) Unsure	209 33.2	870 34.6	347 32.1
	(3) I agree.	382 60.7	1541 61.2	692 64.0
21.	Most men work because they need the money. Omit. . .	7 1.1	28 1.1	8 0.7
	(1) I disagree	133 21.1	458 18.2	167 15.4
	(2) Unsure	220 35.0	788 31.3	320 29.6
	(3) I agree.	269 42.8	1244 49.4	586 54.2
22.	Women make up eight percent (2 out of 5) of engineers in the US. Omit. . .	4 0.6	18 0.7	12 1.1
	(1) I disagree	58 9.2	225 8.9	56 5.2
	(2) Unsure	433 68.8	1731 68.7	776 71.8
	(3) I agree.	134 21.3	544 21.6	237 21.9
23.	Engineers make an average annual salary of $34,000. Omit. . .	9 1.4	20 0.8	10 0.9
	(1) I disagree	38 6.0	145 5.8	57 5.3
	(2) Unsure	449 71.4	1919 76.2	849 78.5
	(3) I agree.	133 21.1	434 17.2	165 15.3
24.	Ninety-nine percent of all secretaries are women. Omit. . .	7 1.1	18 0.7	13 1.2
	(1) I disagree	79 12.6	253 10.0	90 8.3
	(2) Unsure	205 32.6	964 38.3	444 41.1
	(3) I agree.	338 53.7	1283 51.0	534 49.4

	Item Statement	7Th N %	8Th N %	9Th N %
25.	Secretaries make an average annual salary of $12,000. Omit. . .	11 1.7	26 1.0	13 1.2
	(1) I disagree	38 6.0	177 7.0	59 5.5
	(2) Unsure	488 77.6	1918 76.2	853 78.9
	(3) I agree.	92 14.6	397 15.8	156 14.4
26.	Overall, women make 65 cents for every dollar men make. Omit. . .	19 3.0	31 1.2	19 1.8
	(1) I disagree	124 19.7	407 16.2	153 14.2
	(2) Unsure	376 59.8	1592 63.2	699 64.7
	(3) I agree.	110 17.5	488 19.4	210 19.4
27.	"Womens' jobs" and "mens' jobs" are becoming a thing of the past. Omit. . .	6 1.0	22 0.9	13 1.2
	(1) I disagree	79 12.6	244 9.7	73 6.8
	(2) Unsure	152 24.2	571 22.7	224 20.7
	(3) I agree.	392 62.3	1681 66.8	771 71.3
28.	More and more children live in homes with just one parent today. Omit. . .	4 0.6	13 0.5	13 1.2
	(1) I disagree	54 8.6	142 5.6	39 3.6
	(2) Unsure	167 26.6	563 22.4	159 14.7
	(3) I agree.	404 64.2	1800 71.5	870 80.5
29.	I have learned about different careers from watching TV. Omit. . .	5 0.8	13 0.5	16 1.5
	(1) I disagree	117 18.6	365 14.5	206 19.1
	(2) Unsure	143 22.7	442 17.6	190 17.6
	(3) I agree.	364 57.9	1698 67.4	669 61.9
30.	In our family males and females share jobs at home. Omit. . .	4 0.6	26 1.0	14 1.3
	(1) I disagree	90 14.3	449 17.8	198 18.3
	(2) Unsure	100 15.9	311 12.4	115 10.6
	(3) I agree.	435 69.2	1732 68.8	754 69.8

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Table 7268.G
Student Career Survey

	Item Statement		7Th N %	8Th N %	9Th N %
31.	I plan to have a career.	Omit. . .	4 0.6	14 0.6	14 1.3
	(1) I disagree		14 2.2	49 1.9	12 1.1
	(2) Unsure		44 7.0	175 6.9	48 4.4
	(3) I agree.		567 90.1	2280 90.5	1007 93.2
32.	I plan to have a family and a career.	Omit. . .	5 0.8	23 0.9	12 1.1
	(1) I disagree		38 6.0	144 5.7	46 4.3
	(2) Unsure		115 18.3	537 21.3	224 20.7
	(3) I agree.		471 74.9	1814 72.0	799 73.9
33.	In most families, both parents work at jobs outside the home.	Omit. . .	4 0.6	19 0.8	14 1.3
	(1) I disagree		44 7.0	163 6.5	64 5.9
	(2) Unsure		197 31.3	639 25.4	252 23.3
	(3) I agree.		384 61.0	1697 67.4	751 69.5
34.	I would like to find out more about possible careers.	Omit. . .	5 0.8	13 0.5	15 1.4
	(1) I disagree		53 8.4	168 6.7	55 5.1
	(2) Unsure		122 19.4	428 17.0	149 13.8
	(3) I agree.		449 71.4	1909 75.8	862 79.7
35.	The career I choose is important to my parents.	Omit. . .	6 1.0	18 0.7	21 1.9
	(1) I disagree		132 21.0	519 20.6	234 21.6
	(2) Unsure		232 36.9	904 35.9	360 33.3
	(3) I agree.		259 41.2	1077 42.8	466 43.1
36.	I feel good about myself.	Omit. . .	6 1.0	25 1.0	21 1.9
	(1) I disagree		33 5.2	157 6.2	65 6.0
	(2) Unsure		105 16.7	513 20.4	206 19.1
	(3) I agree.		485 77.1	1823 72.4	789 73.0

	Item Statement	7Th N %	8Th N %	9Th N %
37.	I feel I could be whatever I want to be when I grow up. Omit. . .	3 0.5	24 1.0	19 1.8
	(1) I disagree	52 8.3	207 8.2	103 9.5
	(2) Unsure	112 17.8	459 18.2	209 19.3
	(3) I agree.	462 73.4	1828 72.6	750 69.4
38.	The way I feel about myself affects how well I do something. Omit. . .	7 1.1	18 0.7	22 2.0
	(1) I disagree	42 6.7	158 6.3	54 5.0
	(2) Unsure	135 21.5	413 16.4	134 12.4
	(3) I agree.	445 70.7	1929 76.6	871 80.6
39.	I enjoy to learning to do new things. Omit. .	6 1.0	16 0.6	21 1.9
	(1) I disagree	46 7.3	119 4.7	34 3.1
	(2) Unsure	124 19.7	486 19.3	167 15.4
	(3) I agree.	453 72.0	1897 75.3	859 79.5
40.	I feel that I am good at many things. Omit. . .	6 1.0	19 0.8	22 2.0
	(1) I disagree	41 6.5	193 7.7	89 8.2
	(2) Unsure	128 20.3	513 20.4	267 24.7
	(3) I agree.	454 72.2	1793 71.2	703 65.0
41.	My parents would support me in whatever career I choose. Omit. . .	12 1.9	26 1.0	23 2.1
	(1) I disagree	42 6.7	171 6.8	82 7.6
	(2) Unsure	139 22.1	576 22.9	230 21.3
	(3) I agree.	436 69.3	1745 69.3	746 69.0
	42-45 The place I would go to get help in planning my career is:			
42.	parents. Omit. . .	7 1.1	23 0.9	26 2.4
	(1) I disagree	49 7.8	231 9.2	113 10.5
	(2) Unsure	128 20.3	509 20.2	217 20.1
	(3) I agree.	445 70.7	1755 69.7	725 67.1

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Table 7268.G
Student Career Survey

	Item Statement		*7Th* N %	*8Th* N %	*9Th* N %
43.	teachers.	Omit. . .	9 1.4	31 1.2	28 2.6
	(1) I disagree		129 20.5	546 21.7	181 16.7
	(2) Unsure		229 36.4	867 34.4	328 30.3
	(3) I agree.		262 41.7	1074 42.7	544 50.3
44.	other people I know.	Omit. . .	8 1.3	29 1.2	29 2.7
	(1) I disagree		70 11.1	240 9.5	65 6.0
	(2) Unsure		182 28.9	686 27.2	256 23.7
	(3) I agree.		369 58.7	1563 62.1	731 67.6
45.	school counselors.	Omit. . .	18 2.9	52 2.1	35 3.2
	(1) I disagree		172 27.3	710 28.2	183 16.9
	(2) Unsure		229 36.4	839 33.3	268 24.8
	(3) I agree.		210 33.4	917 36.4	595 55.0
46.	Check one:	Omit. . .	11 1.7	43 1.7	32 3.0
	(1) Male		311 49.4	1285 51.0	529 48.9
	(2) Female		307 48.8	1190 47.3	520 48.1
47.	Check the grade you are in:	Omit. . .	0 0.0	0 0.0	0 0.0
	(1) Grade 7.		629 100.0	0 0.0	0 0.0
	(2) Grade 8.		0 0.0	2518 100.0	0 0.0
	(3) Grade 9.		0 0.0	0 0.0	1081 100.0

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Student Career Survey
Grades 9/10/11

Item Statement	Total N / %	Male N / %	Female N / %
1. I have been encouraged to enroll in vocational courses based on my abilities and interests. Omit. . .	18 0.6	7 0.5	10 0.7
(1) I disagree	657 21.6	337 22.5	297 20.7
(2) Unsure	1036 34.0	522 34.8	474 33.0
(3) I agree.	1336 43.8	633 42.2	657 45.7
2. Women and men in nontraditional careers have come to talk about their jobs to students in our school. Omit. . .	14 0.5	6 0.4	8 0.6
(1) I disagree	1213 39.8	576 38.4	596 41.4
(2) Unsure	1191 39.1	584 39.0	557 38.7
(3) I agree.	629 20.6	333 22.2	277 19.3
3. I know someone who is in a nontraditional career. Omit. . .	26 0.9	11 0.7	14 1.0
(1) I disagree	665 21.8	362 24.1	281 19.5
(2) Unsure	842 27.6	466 31.1	337 23.4
(3) I agree.	1514 49.7	660 44.0	806 56.1
4. Teachers generally treat males and females the same. Omit. . .	14 0.5	9 0.6	5 0.3
(1) I disagree	1053 34.6	501 33.4	508 35.3
(2) Unsure	610 20.0	309 20.6	269 18.7
(3) I agree.	1370 45.0	680 45.4	656 45.6
5. Teachers actively encourage me to consider a wide range of career choices; including those that are nontraditional. Omit. . .	13 0.4	3 0.2	9 0.6
(1) I disagree	855 28.1	447 29.8	372 25.9
(2) Unsure	997 32.7	526 35.1	438 30.5
(3) I agree.	1182 38.8	523 34.9	619 43.0
6. In our school, there are support groups for students enrolled in nontraditional classes. Omit. . .	23 0.8	12 0.8	10 0.7
(1) I disagree	1125 36.9	523 34.9	573 39.8
(2) Unsure	1551 50.9	749 50.0	739 51.4
(3) I agree.	348 11.4	215 14.3	116 8.1

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Table 7269.S
Student Career Survey

Item Statement		Total N %	Male N %	Female N %
7. Teachers expect the same achievement from males and females.	Omit. . .	18 0.6	8 0.5	7 0.5
	(1) I disagree	585 19.2	284 18.9	276 19.2
	(2) Unsure	585 19.2	311 20.7	241 16.8
	(3) I agree.	1859 61.0	896 59.8	914 63.6
8. Teachers point out examples of stereotyping in textbooks and other materials.	Omit. . .	18 0.6	8 0.5	8 0.6
	(1) I disagree	640 21.0	324 21.6	297 20.7
	(2) Unsure	1064 34.9	527 35.2	488 33.9
	(3) I agree.	1325 43.5	640 42.7	645 44.9
9. My counselor suggests classes I need for my career choice.	Omit. . .	30 1.0	12 0.8	13 0.9
	(1) I disagree	855 28.1	406 27.1	416 28.9
	(2) Unsure	725 23.8	401 26.8	290 20.2
	(3) I agree.	1437 47.2	680 45.4	719 50.0
10. The counselors maintain up-to-date career information that can be used in making career choices.	Omit. . .	20 0.7	6 0.4	11 0.8
	(1) I disagree	403 13.2	211 14.1	173 12.0
	(2) Unsure	1093 35.9	584 39.0	462 32.1
	(3) I agree.	1531 50.2	698 46.6	792 55.1
11. Counselors have helped me with my career choices.	Omit. . .	36 1.2	16 1.1	17 1.2
	(1) I disagree	1486 48.8	713 47.6	730 50.8
	(2) Unsure	689 22.6	356 23.7	299 20.8
	(3) I agree.	836 27.4	414 27.6	392 27.3
12. In our school, there are courses that are clearly "boys' courses" and "girls' courses."	Omit. . .	15 0.5	4 0.3	8 0.6
	(1) I disagree	1309 43.0	569 38.0	693 48.2
	(2) Unsure	866 28.4	445 29.7	388 27.0
	(3) I agree.	857 28.1	481 32.1	349 24.3

Item Statement	Total N %	Male N %	Female N %
13. Career and vocational courses are designed so the content is appropriate to both males and females. Omit. . .	25 0.8	4 0.3	18 1.3
(1) I disagree	249 8.2	141 9.4	96 6.7
(2) Unsure	1253 41.1	627 41.8	583 40.5
(3) I agree.	1520 49.9	727 48.5	741 51.5
14. I will work at a paying job most of my life. Omit. . .	7 0.2	1 0.1	4 0.3
(1) I disagree	110 3.6	61 4.1	37 2.6
(2) Unsure	453 14.9	226 15.1	197 13.7
(3) I agree.	2477 81.3	1211 80.8	1200 83.4
15. Sixty percent of the people living below the poverty level are women who are the main source of income for their families. Omit. . .	14 0.5	2 0.1	8 0.6
(1) I disagree	450 14.8	202 13.5	229 15.9
(2) Unsure	1954 64.1	993 66.2	896 62.3
(3) I agree.	629 20.6	302 20.1	305 21.2
16. Nine out of ten women work for pay sometime during their lives. Omit. . .	13 0.4	3 0.2	4 0.3
(1) I disagree	139 4.6	90 6.0	34 2.4
(2) Unsure	825 27.1	457 30.5	329 22.9
(3) I agree.	2070 67.9	949 63.3	1071 74.5
17. The average woman will work outside the home between 20-40 years in her lifetime. Omit. . .	42 1.4	6 0.4	3 0.2
(1) I disagree	219 7.2	154 10.3	54 3.8
(2) Unsure	1344 44.1	788 52.6	526 36.6
(3) I agree.	1442 47.3	551 36.8	855 59.5
18. Women make up 15 percent (3 out of 20)of physicians in the U.S. Omit. . .	41 1.3	5 0.3	2 0.1
(1) I disagree	261 8.6	135 9.0	116 8.1
(2) Unsure	1639 53.8	847 56.5	751 52.2
(3) I agree.	1106 36.3	512 34.2	569 39.6

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Table 7269.S
Student Career Survey

Item Statement	*Total* N %	*Male* N %	*Female* N %
19. Physicians, who work in clinics, make an average annual salary of $74,000. Omit. . .	52 1.7	7 0.5	9 0.6
(1) I disagree	209 6.9	112 7.5	88 6.1
(2) Unsure	1995 65.5	939 62.6	1009 70.2
(3) I agree.	791 26.0	441 29.4	332 23.1
20. Nurses earn an average annual salary of $26,000. Omit. . .	53 1.7	9 0.6	7 0.5
(1) I disagree	242 7.9	132 8.8	96 6.7
(2) Unsure	2040 67.0	974 65.0	1026 71.3
(3) I agree.	712 23.4	384 25.6	309 21.5
21. Ninety-nine percent of all secretaries are women. Omit. . .	55 1.8	9 0.6	8 0.6
(1) I disagree	315 10.3	141 9.4	164 11.4
(2) Unsure	1026 33.7	573 38.2	422 29.3
(3) I agree.	1651 54.2	776 51.8	844 58.7
22. Secretaries make an average annual salary of $12,000. Omit. . .	65 2.1	16 1.1	11 0.8
(1) I disagree	288 9.5	171 11.4	103 7.2
(2) Unsure	2187 71.8	1021 68.1	1120 77.9
(3) I agree.	507 16.6	291 19.4	204 14.2
23. On average, women make 65 cents for every dollar men make. Omit. . .	56 1.8	10 0.7	8 0.6
(1) I disagree	493 16.2	273 18.2	209 14.5
(2) Unsure	1749 57.4	880 58.7	826 57.4
(3) I agree.	749 24.6	336 22.4	395 27.5
24. "Women's jobs" and "men's jobs" are becoming a thing of the past. Omit. . .	54 1.8	11 0.7	4 0.3
(1) I disagree	333 10.9	185 12.3	134 9.3
(2) Unsure	659 21.6	383 25.6	255 17.7
(3) I agree.	2001 65.7	920 61.4	1045 72.7

Item Statement		Total N %	Male N %	Female N %
25. My parents encourage me to explore different career possibilities.	Omit. . .	49 1.6	5 0.3	0 0.0
	(1) I disagree	414 13.6	213 14.2	182 12.7
	(2) Unsure	396 13.0	240 16.0	142 9.9
	(3) I agree.	2188 71.8	1041 69.4	1114 77.5
26. My parents believe the career I choose should pay well.	Omit. . .	57 1.9	6 0.4	5 0.3
	(1) I disagree	507 16.6	195 13.0	295 20.5
	(2) Unsure	759 24.9	397 26.5	342 23.8
	(3) I agree.	1724 56.6	901 60.1	796 55.4
27. I have learned about different careers from watching TV.	Omit. . .	69 2.3	12 0.8	11 0.8
	(1) I disagree	638 20.9	296 19.7	328 22.8
	(2) Unsure	562 18.4	302 20.1	243 16.9
	(3) I agree.	1778 58.4	889 59.3	856 59.5
28. I plan to have a career.	Omit. . .	56 1.8	9 0.6	1 0.1
	(1) I disagree	83 2.7	52 3.5	22 1.5
	(2) Unsure	244 8.0	142 9.5	87 6.1
	(3) I agree.	2664 87.4	1296 86.5	1328 92.4
29. I plan to have a family and a career.	Omit. . .	59 1.9	9 0.6	5 0.3
	(1) I disagree	209 6.9	124 8.3	72 5.0
	(2) Unsure	663 21.8	371 24.7	275 19.1
	(3) I agree.	2116 69.4	995 66.4	1086 75.5
30. My parents would support me in whatever career I choose.	Omit. . .	55 1.8	8 0.5	1 0.1
	(1) I disagree	268 8.8	149 9.9	106 7.4
	(2) Unsure	580 19.0	326 21.7	237 16.5
	(3) I agree.	2144 70.4	1016 67.8	1094 76.1

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Table 7269.S
Student Career Survey

Item Statement		*Total* N %	*Male* N %	*Female* N %
31. My future career is important, so I want to start preparing for it now by taking the right classes.	Omit. . .	58 1.9	11 0.7	1 0.1
	(1) I disagree	121 4.0	74 4.9	37 2.6
	(2) Unsure	390 12.8	243 16.2	132 9.2
	(3) I agree.	2478 81.3	1171 78.1	1268 88.2
32. Women, as well as men, work to provide for themselves and for their families.	Omit. . .	66 2.2	15 1.0	4 0.3
	(1) I disagree	102 3.3	70 4.7	22 1.5
	(2) Unsure	375 12.3	266 17.7	97 6.7
	(3) I agree.	2504 82.2	1148 76.6	1315 91.4
33. I believe I have the right to enroll in any course in our school.	Omit. . .	68 2.2	15 1.0	4 0.3
	(1) I disagree	131 4.3	75 5.0	44 3.1
	(2) Unsure	281 9.2	185 12.3	78 5.4
	(3) I agree.	2567 84.2	1224 81.7	1312 91.2
34. I feel good about myself.	Omit. . .	66 2.2	13 0.9	3 0.2
	(1) I disagree	219 7.2	97 6.5	112 7.8
	(2) Unsure	666 21.9	315 21.0	331 23.0
	(3) I agree.	2096 68.8	1074 71.6	992 69.0
35. I view my career primarily as a way to make some extra money.	Omit. . .	78 2.6	18 1.2	8 0.6
	(1) I disagree	1217 39.9	515 34.4	682 47.4
	(2) Unsure	734 24.1	401 26.8	316 22.0
	(3) I agree.	1018 33.4	565 37.7	432 30.0
36. I view my career primarily as something to do before marriage.	Omit. . .	87 2.9	23 1.5	11 0.8
	(1) I disagree	1453 47.7	658 43.9	775 53.9
	(2) Unsure	824 27.0	476 31.8	327 22.7
	(3) I agree.	683 22.4	342 22.8	325 22.6

Item Statement		Total N %	Male N %	Female N %
37. I view my career primarily as a way to use and develop my abilities.	Omit. . .	89 2.9	21 1.4	12 0.8
	(1) I disagree	310 10.2	177 11.8	118 8.2
	(2) Unsure	724 23.8	390 26.0	314 21.8
	(3) I agree.	1924 63.1	911 60.8	994 69.1
38. I view my career primarily as a lifetime experience that helps meet economic and psychological needs.	Omit. . .	87 2.9	15 1.0	15 1.0
	(1) I disagree	208 6.8	114 7.6	86 6.0
	(2) Unsure	844 27.7	459 30.6	362 25.2
	(3) I agree.	1908 62.6	911 60.8	975 67.8
39. I feel I could be whatever I want to be.	Omit. . .	80 2.6	15 1.0	7 0.5
	(1) I disagree	304 10.0	177 11.8	116 8.1
	(2) Unsure	570 18.7	311 20.7	241 16.8
	(3) I agree.	2093 68.7	996 66.4	1074 74.7
40. I feel like I am good at many things.	Omit. . .	83 2.7	15 1.0	10 0.7
	(1) I disagree	221 7.3	90 6.0	119 8.3
	(2) Unsure	592 19.4	250 16.7	327 22.7
	(3) I agree.	2151 70.6	1144 76.3	982 68.3
41. Check one:	Omit. . .	110 3.6	0 0.0	0 0.0
	(1) Male	1499 49.2	1499 100.0	0 0.0
	(2) Female	1438 47.2	0 0.0	1438 100.0
42. Check the grade you are in:	Omit. . .	28 0.9	3 0.2	1 0.1
	(1) 9th grade.	613 20.1	294 19.6	314 21.8
	(2) 10th grade	2344 76.9	1169 78.0	1095 76.1
	(3) 11th grade	62 2.0	33 2.2	28 1.9

Item Statement	9Th N %	10Th N %	11Th N %
1. I have been encouraged to enroll in vocational courses based on my abilities and interests. Omit. . .	5 0.8	10 0.4	2 3.2
(1) I disagree	126 20.6	500 21.3	24 38.7
(2) Unsure	228 37.2	782 33.4	16 25.8
(3) I agree.	254 41.4	1052 44.9	20 32.3
2. Women and men in nontraditional careers have come to talk about their jobs to students in our school. Omit. . .	4 0.7	8 0.3	1 1.6
(1) I disagree	252 41.1	921 39.3	32 51.6
(2) Unsure	238 38.8	919 39.2	21 33.9
(3) I agree.	119 19.4	496 21.2	8 12.9
3. I know someone who is in a nontraditional career. Omit. . .	8 1.3	17 0.7	0 0.0
(1) I disagree	159 25.9	489 20.9	16 25.8
(2) Unsure	172 28.1	645 27.5	11 17.7
(3) I agree.	274 44.7	1193 50.9	35 56.5
4. Teachers generally treat males and females the same. Omit. . .	2 0.3	12 0.5	0 0.0
(1) I disagree	197 32.1	830 35.4	19 30.6
(2) Unsure	123 20.1	461 19.7	15 24.2
(3) I agree.	291 47.5	1041 44.4	28 45.2
5. Teachers actively encourage me to consider a wide range of career choices; including those that are nontraditional. Omit. . .	1 0.2	11 0.5	0 0.0
(1) I disagree	176 28.7	654 27.9	18 29.0
(2) Unsure	207 33.8	756 32.3	22 35.5
(3) I agree.	229 37.4	923 39.4	22 35.5
6. In our school, there are support groups for students enrolled in nontraditional classes. Omit. . .	4 0.7	17 0.7	0 0.0
(1) I disagree	199 32.5	898 38.3	24 38.7
(2) Unsure	356 58.1	1150 49.1	27 43.5
(3) I agree.	54 8.8	279 11.9	11 17.7

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Table 7269.G
Student Career Survey

Item Statement		*9Th* N %	*10Th* N %	*11Th* N %
7.	Teachers expect the same achievement from males and females. Omit. . .	5 0.8	11 0.5	1 1.6
	(1) I disagree	83 13.5	486 20.7	13 21.0
	(2) Unsure	117 19.1	449 19.2	11 17.7
	(3) I agree.	408 66.6	1398 59.6	37 59.7
8.	Teachers point out examples of stereotyping in textbooks and other materials. Omit. . .	6 1.0	11 0.5	0 0.0
	(1) I disagree	119 19.4	508 21.7	11 17.7
	(2) Unsure	218 35.6	812 34.6	19 30.6
	(3) I agree.	270 44.0	1013 43.2	32 51.6
9.	My counselor suggests classes I need for my career choice. Omit. . .	10 1.6	19 0.8	0 0.0
	(1) I disagree	201 32.8	622 26.5	25 40.3
	(2) Unsure	181 29.5	523 22.3	11 17.7
	(3) I agree.	221 36.1	1180 50.3	26 41.9
10.	The counselors maintain up-to-date career information that can be used in making career choices. Omit. . .	3 0.5	16 0.7	0 0.0
	(1) I disagree	82 13.4	303 12.9	14 22.6
	(2) Unsure	282 46.0	772 32.9	23 37.1
	(3) I agree.	246 40.1	1253 53.5	25 40.3
11.	Counselors have helped me with my career choices. Omit. . .	10 1.6	24 1.0	1 1.6
	(1) I disagree	355 57.9	1099 46.9	23 37.1
	(2) Unsure	148 24.1	513 21.9	18 29.0
	(3) I agree.	100 16.3	708 30.2	20 32.3
12.	In our school, there are courses that are clearly "boys' courses" and "girls' courses." Omit. . .	1 0.2	14 0.6	0 0.0
	(1) I disagree	271 44.2	1009 43.0	18 29.0
	(2) Unsure	187 30.5	648 27.6	21 33.9
	(3) I agree.	154 25.1	673 28.7	23 37.1

Item Statement		9Th N %	10Th N %	11Th N %
13.	Career and vocational courses are designed so the content is appropriate to both males and females. Omit. . .	5 0.8	19 0.8	0 0.0
	(1) I disagree	43 7.0	194 8.3	12 19.4
	(2) Unsure	278 45.4	939 40.1	20 32.3
	(3) I agree.	287 46.8	1192 50.9	30 48.4
14.	I will work at a paying job most of my life. Omit. . .	3 0.5	3 0.1	0 0.0
	(1) I disagree	29 4.7	76 3.2	4 6.5
	(2) Unsure	95 15.5	338 14.4	11 17.7
	(3) I agree.	486 79.3	1927 82.2	47 75.8
15.	Sixty percent of the people living below the poverty level are women who are the main source of income for their families. Omit. . .	4 0.7	8 0.3	0 0.0
	(1) I disagree	94 15.3	345 14.7	9 14.5
	(2) Unsure	401 65.4	1497 63.9	37 59.7
	(3) I agree.	114 18.6	494 21.1	16 25.8
16.	Nine out of ten women work for pay sometime during their lives. Omit. . .	2 0.3	9 0.4	0 0.0
	(1) I disagree	29 4.7	107 4.6	2 3.2
	(2) Unsure	189 30.8	597 25.5	26 41.9
	(3) I agree.	393 64.1	1631 69.6	34 54.8
17.	The average woman will work outside the home between 20-40 years in her lifetime. Omit. . .	3 0.5	25 1.1	0 0.0
	(1) I disagree	50 8.2	166 7.1	2 3.2
	(2) Unsure	307 50.1	997 42.5	34 54.8
	(3) I agree.	253 41.3	1156 49.3	26 41.9
18.	Women make up 15 percent (3 out of 20) of physicians in the U.S. Omit. . .	2 0.3	25 1.1	0 0.0
	(1) I disagree	66 10.8	191 8.1	4 6.5
	(2) Unsure	333 54.3	1257 53.6	39 62.9
	(3) I agree.	212 34.6	871 37.2	19 30.6

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Table 7269.G
Student Career Survey

Item Statement	*9Th* N %	*10Th* N %	*11Th* N %
19. Physicians, who work in clinics, make an average annual salary of $74,000. Omit. . .	3 0.5	34 1.5	0 0.0
(1) I disagree	47 7.7	157 6.7	4 6.5
(2) Unsure	409 66.7	1536 65.5	40 64.5
(3) I agree.	154 25.1	617 26.3	18 29.0
20. Nurses earn an average annual salary of $26,000. Omit. . .	4 0.7	34 1.5	1 1.6
(1) I disagree	51 8.3	181 7.7	9 14.5
(2) Unsure	442 72.1	1552 66.2	38 61.3
(3) I agree.	116 18.9	577 24.6	14 22.6
21. Ninety-nine percent of all secretaries are women. Omit. . .	5 0.8	35 1.5	1 1.6
(1) I disagree	68 11.1	241 10.3	6 9.7
(2) Unsure	197 32.1	793 33.8	28 45.2
(3) I agree.	343 56.0	1275 54.4	27 43.5
22. Secretaries make an average annual salary of $12,000. Omit. . .	6 1.0	43 1.8	1 1.6
(1) I disagree	55 9.0	220 9.4	10 16.1
(2) Unsure	451 73.6	1691 72.1	36 58.1
(3) I agree.	101 16.5	390 16.6	15 24.2
23. On average, women make 65 cents for every dollar men make. Omit. . .	3 0.5	39 1.7	0 0.0
(1) I disagree	110 17.9	376 16.0	7 11.3
(2) Unsure	359 58.6	1346 57.4	34 54.8
(3) I agree.	141 23.0	583 24.9	21 33.9
24. "Women's jobs" and "men's jobs" are becoming a thing of the past. Omit. . .	5 0.8	34 1.5	0 0.0
(1) I disagree	71 11.6	254 10.8	8 12.9
(2) Unsure	122 19.9	516 22.0	17 27.4
(3) I agree.	415 67.7	1540 65.7	37 59.7

Item Statement		9Th N %	10Th N %	11Th N %
25. My parents encourage me to explore different career possibilities.	Omit. . .	3 0.5	30 1.3	0 0.0
	(1) I disagree	72 11.7	334 14.2	3 4.8
	(2) Unsure	75 12.2	308 13.1	11 17.7
	(3) I agree.	463 75.5	1672 71.3	48 77.4
26. My parents believe the career I choose should pay well.	Omit. . .	3 0.5	37 1.6	0 0.0
	(1) I disagree	101 16.5	395 16.9	9 14.5
	(2) Unsure	175 28.5	564 24.1	16 25.8
	(3) I agree.	334 54.5	1348 57.5	37 59.7
27. I have learned about different careers from watching TV.	Omit. . .	6 1.0	46 2.0	1 1.6
	(1) I disagree	123 20.1	501 21.4	13 21.0
	(2) Unsure	109 17.8	432 18.4	15 24.2
	(3) I agree.	375 61.2	1365 58.2	33 53.2
28. I plan to have a career.	Omit. . .	3 0.5	36 1.5	0 0.0
	(1) I disagree	15 2.4	65 2.8	2 3.2
	(2) Unsure	46 7.5	193 8.2	4 6.5
	(3) I agree.	549 89.6	2050 87.5	56 90.3
29. I plan to have a family and a career.	Omit. . .	4 0.7	39 1.7	0 0.0
	(1) I disagree	46 7.5	159 6.8	3 4.8
	(2) Unsure	126 20.6	525 22.4	11 17.7
	(3) I agree.	437 71.3	1621 69.2	48 77.4
30. My parents would support me in whatever career I choose.	Omit. . .	5 0.8	34 1.5	0 0.0
	(1) I disagree	48 7.8	213 9.1	5 8.1
	(2) Unsure	133 21.7	430 18.3	12 19.4
	(3) I agree.	427 69.7	1667 71.1	45 72.6

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Table 7269.G
Student Career Survey

Item Statement		*9Th* N %	*10Th* N %	*11Th* N %
31. My future career is important, so I want to start preparing for it now by taking the right classes.	Omit. . .	5 0.8	38 1.6	0 0.0
	(1) I disagree	27 4.4	88 3.8	3 4.8
	(2) Unsure	79 12.9	295 12.6	12 19.4
	(3) I agree.	502 81.9	1923 82.0	47 75.8
32. Women, as well as men, work to provide for themselves and for their families.	Omit. . .	6 1.0	45 1.9	0 0.0
	(1) I disagree	29 4.7	72 3.1	1 1.6
	(2) Unsure	79 12.9	285 12.2	9 14.5
	(3) I agree.	499 81.4	1942 82.8	52 83.9
33. I believe I have the right to enroll in any course in our school.	Omit. . .	7 1.1	44 1.9	0 0.0
	(1) I disagree	23 3.8	103 4.4	4 6.5
	(2) Unsure	61 10.0	212 9.0	4 6.5
	(3) I agree.	522 85.2	1985 84.7	54 87.1
34. I feel good about myself.	Omit. . .	6 1.0	44 1.9	0 0.0
	(1) I disagree	45 7.3	169 7.2	2 3.2
	(2) Unsure	135 22.0	516 22.0	12 19.4
	(3) I agree.	427 69.7	1615 68.9	48 77.4
35. I view my career primarily as a way to make some extra money.	Omit. . .	6 1.0	56 2.4	0 0.0
	(1) I disagree	261 42.6	927 39.5	26 41.9
	(2) Unsure	153 25.0	565 24.1	12 19.4
	(3) I agree.	193 31.5	796 34.0	24 38.7
36. I view my career primarily as something to do before marriage.	Omit. . .	11 1.8	59 2.5	1 1.6
	(1) I disagree	304 49.6	1112 47.4	35 56.5
	(2) Unsure	182 29.7	621 26.5	15 24.2
	(3) I agree.	116 18.9	552 23.5	11 17.7

Item Statement		9Th N %	10Th N %	11Th N %
37. I view my career primarily as a way to use and develop my abilities.	Omit. . .	12 2.0	61 2.6	0 0.0
	(1) I disagree	63 10.3	238 10.2	8 12.9
	(2) Unsure	161 26.3	544 23.2	13 21.0
	(3) I agree.	377 61.5	1501 64.0	41 66.1
38. I view my career primarily as a lifetime experience that helps meet economic and psychological needs.	Omit. . .	6 1.0	65 2.8	0 0.0
	(1) I disagree	34 5.5	169 7.2	5 8.1
	(2) Unsure	201 32.8	623 26.6	14 22.6
	(3) I agree.	372 60.7	1487 63.4	43 69.4
39. I feel I could be whatever I want to be.	Omit. . .	6 1.0	56 2.4	1 1.6
	(1) I disagree	61 10.0	235 10.0	6 9.7
	(2) Unsure	126 20.6	427 18.2	14 22.6
	(3) I agree.	420 68.5	1626 69.4	41 66.1
40. I feel like I am good at many things.	Omit. . .	8 1.3	57 2.4	1 1.6
	(1) I disagree	39 6.4	175 7.5	4 6.5
	(2) Unsure	135 22.0	443 18.9	11 17.7
	(3) I agree.	431 70.3	1669 71.2	46 74.2
41. Check one:	Omit. . .	5 0.8	80 3.4	1 1.6
	(1) Male	294 48.0	1169 49.9	33 53.2
	(2) Female	314 51.2	1095 46.7	28 45.2
42. Check the grade you are in:	Omit. . .	0 0.0	0 0.0	0 0.0
	(1) 9th grade.	613 100.0	0 0.0	0 0.0
	(2) 10th grade	0 0.0	2344 100.0	0 0.0
	(3) 11th grade	0 0.0	0 0.0	62 100.0

7270
Student Career Survey
Grades 11/12

Item Statement	Total N %	Male N %	Female N %
1. I am encouraged to take courses that I need for careers of the future. Omit. . .	12 0.3	2 0.1	9 0.5
(1) I disagree	366 9.6	164 9.0	186 9.9
(2) Unsure	628 16.5	334 18.4	264 14.1
(3) I agree.	2803 73.6	1314 72.4	1411 75.5
2. I would like to know more about future career possibilities. Omit. . .	6 0.2	3 0.2	1 0.1
(1) I disagree	182 4.8	91 5.0	82 4.4
(2) Unsure	521 13.7	303 16.7	194 10.4
(3) I agree.	3100 81.4	1417 78.1	1593 85.2
3. Teachers actively encourage me to consider a wide range of career choices; including those that are nontraditional. Omit. . .	7 0.2	2 0.1	3 0.2
(1) I disagree	1114 29.2	539 29.7	539 28.8
(2) Unsure	1565 41.1	779 42.9	742 39.7
(3) I agree.	1123 29.5	494 27.2	586 31.3
4. In our school, there are support groups for students choosing nontraditional careers. Omit. . .	13 0.3	6 0.3	3 0.2
(1) I disagree	1822 47.8	756 41.7	1020 54.5
(2) Unsure	1677 44.0	887 48.9	735 39.3
(3) I agree.	297 7.8	165 9.1	112 6.0
5. The counselor maintains up-to-date career publications that help me make career choices. Omit. . .	18 0.5	8 0.4	7 0.4
(1) I disagree	796 20.9	334 18.4	426 22.8
(2) Unsure	1387 36.4	692 38.1	651 34.8
(3) I agree.	1608 42.2	780 43.0	786 42.0
6. Some courses in our school are boys courses and some are girls courses. Omit. . .	12 0.3	6 0.3	3 0.2
(1) I disagree	1498 39.3	675 37.2	781 41.8
(2) Unsure	910 23.9	485 26.7	391 20.9
(3) I agree.	1389 36.5	648 35.7	695 37.2

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Table 7270.S
Student Career Survey

Item Statement	*Total* N %	*Male* N %	*Female* N %
7. Generally, teachers treat male and female students the same. Omit. . .	21 0.6	5 0.3	11 0.6
(1) I disagree	844 22.2	410 22.6	404 21.6
(2) Unsure	846 22.2	433 23.9	377 20.2
(3) I agree.	2098 55.1	966 53.3	1078 57.6
8. Teachers pay more attention to boys. Omit. . .	20 0.5	6 0.3	6 0.3
(1) I disagree	2311 60.7	1134 62.5	1124 60.1
(2) Unsure	1186 31.1	573 31.6	561 30.0
(3) I agree.	292 7.7	101 5.6	179 9.6
9. Teachers pay more attention to girls. Omit. .	22 0.6	5 0.3	11 0.6
(1) I disagree	2125 55.8	908 50.1	1172 62.7
(2) Unsure	1190 31.2	558 30.8	585 31.3
(3) I agree.	472 12.4	343 18.9	102 5.5
10. Career and vocational courses are designed so the content is appropriate to both females and males. Omit. . .	38 1.0	13 0.7	19 1.0
(1) I disagree	232 6.1	113 6.2	107 5.7
(2) Unsure	1224 32.1	626 34.5	552 29.5
(3) I agree.	2315 60.8	1062 58.5	1192 63.7
11. Teachers expect the same achievement from females and males. Omit. . .	23 0.6	8 0.4	7 0.4
(1) I disagree	513 13.5	239 13.2	250 13.4
(2) Unsure	762 20.0	409 22.5	321 17.2
(3) I agree.	2511 65.9	1158 63.8	1292 69.1
12. Most women work because of economic need. Omit. . .	12 0.3	3 0.2	2 0.1
(1) I disagree	892 23.4	302 16.6	564 30.2
(2) Unsure	1440 37.8	836 46.1	558 29.8
(3) I agree.	1465 38.5	673 37.1	746 39.9

Item Statement		Total N %	Male N %	Female N %
13.	Ninety percent of women work for pay most of their life. Omit. . .	18 0.5	4 0.2	4 0.2
	(1) I disagree	520 13.7	307 16.9	196 10.5
	(2) Unsure	1819 47.8	1001 55.2	759 40.6
	(3) I agree.	1452 38.1	502 27.7	911 48.7
14.	Women make up 15 percent (3 out of 20) physicians in the U.S. Omit. . .	19 0.5	6 0.3	2 0.1
	(1) I disagree	244 6.4	110 6.1	122 6.5
	(2) Unsure	2393 62.8	1220 67.3	1098 58.7
	(3) I agree.	1153 30.3	478 26.4	648 34.7
15.	Physicians, who work in clinics, earn about $74,000 a year. Omit. . .	18 0.5	3 0.2	3 0.2
	(1) I disagree	252 6.6	136 7.5	108 5.8
	(2) Unsure	2672 70.1	1227 67.6	1371 73.3
	(3) I agree.	867 22.8	448 24.7	388 20.7
16.	Nurses earn about $26,000 a year. Omit. . .	23 0.6	6 0.3	5 0.3
	(1) I disagree	295 7.7	130 7.2	153 8.2
	(2) Unsure	2587 67.9	1231 67.9	1283 68.6
	(3) I agree.	904 23.7	447 24.6	429 22.9
17.	Women make up eight percent (2 out of 25) of the engineers in the U.S. Omit. . .	25 0.7	7 0.4	6 0.3
	(1) I disagree	230 6.0	115 6.3	103 5.5
	(2) Unsure	2565 67.3	1251 69.0	1240 66.3
	(3) I agree.	989 26.0	441 24.3	521 27.9
18.	Most men will work for pay most of their lives. Omit. . .	24 0.6	8 0.4	3 0.2
	(1) I disagree	90 2.4	40 2.2	46 2.5
	(2) Unsure	641 16.8	311 17.1	293 15.7
	(3) I agree.	3054 80.2	1455 80.2	1528 81.7

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Table 7270.S
Student Career Survey

Item Statement	*Total* N %	*Male* N %	*Female* N %
19. Starting annual salary for engineers is $30,000. Omit. . .	30 0.8	10 0.6	8 0.4
(1) I disagree	204 5.4	96 5.3	96 5.1
(2) Unsure	2517 66.1	1076 59.3	1368 73.2
(3) I agree.	1058 27.8	632 34.8	398 21.3
20. Ninety-nine percent of all secretaries are women. Omit. . .	17 0.4	2 0.1	3 0.2
(1) I disagree	297 7.8	142 7.8	145 7.8
(2) Unsure	1470 38.6	803 44.3	620 33.2
(3) I agree.	2025 53.2	867 47.8	1102 58.9
21. Secretaries annually earn about $12,000. Omit.	21 0.6	4 0.2	3 0.2
(1) I disagree	359 9.4	204 11.2	142 7.6
(2) Unsure	2726 71.6	1311 72.3	1346 72.0
(3) I agree.	703 18.5	295 16.3	379 20.3
22. Most men work because of economic need. Omit.	62 1.6	1 0.1	3 0.2
(1) I disagree	285 7.5	93 5.1	183 9.8
(2) Unsure	805 21.1	337 18.6	444 23.7
(3) I agree.	2657 69.8	1383 76.2	1240 66.3
23. I think it is okay that both women and men are moving into jobs that may not be usual for their sex. Omit. . .	65 1.7	2 0.1	2 0.1
(1) I disagree	160 4.2	124 6.8	33 1.8
(2) Unsure	540 14.2	384 21.2	135 7.2
(3) I agree.	3044 79.9	1304 71.9	1700 90.9
24. "Women's jobs" and "men's jobs" are becoming a thing of the past. Omit. . .	70 1.8	2 0.1	7 0.4
(1) I disagree	302 7.9	171 9.4	120 6.4
(2) Unsure	658 17.3	398 21.9	240 12.8
(3) I agree.	2779 73.0	1243 68.5	1503 80.4

Item Statement	Total N / %	Male N / %	Female N / %
25. I expect to work at a paying job most of my life. Omit. . .	80 2.1	8 0.4	11 0.6
(1) I disagree	114 3.0	52 2.9	55 2.9
(2) Unsure	478 12.5	231 12.7	223 11.9
(3) I agree.	3137 82.4	1523 84.0	1581 84.5
26. Women, as well as men, work to provide for themselves and for their families. Omit. . .	68 1.8	3 0.2	2 0.1
(1) I disagree	92 2.4	65 3.6	23 1.2
(2) Unsure	370 9.7	260 14.3	92 4.9
(3) I agree.	3279 86.1	1486 81.9	1753 93.7
27. I would support a man's choice to be a nurse. Omit. . .	71 1.9	4 0.2	3 0.2
(1) I disagree	243 6.4	190 10.5	50 2.7
(2) Unsure	631 16.6	452 24.9	152 8.1
(3) I agree.	2864 75.2	1168 64.4	1665 89.0
28. I would support a woman's choice to be a carpenter. Omit. . .	79 2.1	8 0.4	5 0.3
(1) I disagree	249 6.5	198 10.9	45 2.4
(2) Unsure	594 15.6	428 23.6	145 7.8
(3) I agree.	2887 75.8	1180 65.0	1675 89.6
29. A person has a legal right to seek any job and may not be refused a job based on her or her sex. Omit. . .	72 1.9	3 0.2	2 0.1
(1) I disagree	170 4.5	125 6.9	39 2.1
(2) Unsure	437 11.5	292 16.1	129 6.9
(3) I agree.	3130 82.2	1394 76.8	1700 90.9
30. I would consider owning my own business. Omit.	75 2.0	6 0.3	2 0.1
(1) I disagree	329 8.6	99 5.5	223 11.9
(2) Unsure	767 20.1	381 21.0	364 19.5
(3) I agree.	2638 69.3	1328 73.2	1281 68.5

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Table 7270.S
Student Career Survey

Item Statement		*Total* N %	*Male* N %	*Female* N %
31.	Nearly half of single-parent families live in poverty. Omit. . .	75 2.0	3 0.2	5 0.3
	(1) I disagree	700 18.4	270 14.9	424 22.7
	(2) Unsure	2271 59.6	1177 64.9	1056 56.5
	(3) I agree.	763 20.0	364 20.1	385 20.6
32.	Six out of ten people in poverty are women who are the main source of income for their families. Omit. . .	86 2.3	8 0.4	9 0.5
	(1) I disagree	317 8.3	140 7.7	171 9.1
	(2) Unsure	2235 58.7	1142 63.0	1058 56.6
	(3) I agree.	1171 30.7	524 28.9	632 33.8
33.	My parents have helped me explore possible careers. Omit. . .	91 2.4	11 0.6	11 0.6
	(1) I disagree	801 21.0	345 19.0	446 23.9
	(2) Unsure	666 17.5	402 22.2	244 13.0
	(3) I agree.	2251 59.1	1056 58.2	1169 62.5
34.	My parents know about job market demands and training required for jobs. Omit. . .	84 2.2	9 0.5	6 0.3
	(1) I disagree	662 17.4	287 15.8	363 19.4
	(2) Unsure	1208 31.7	623 34.3	563 30.1
	(3) I agree.	1855 48.7	895 49.3	938 50.2
35.	I have learned about a wide variety of careers from watching TV. Omit. . .	92 2.4	12 0.7	7 0.4
	(1) I disagree	1175 30.8	477 26.3	686 36.7
	(2) Unsure	985 25.9	530 29.2	430 23.0
	(3) I agree.	1557 40.9	795 43.8	747 39.9
36.	My friends and I generally have the same kinds of career goals. Omit. . .	90 2.4	8 0.4	8 0.4
	(1) I disagree	1584 41.6	630 34.7	941 50.3
	(2) Unsure	1006 26.4	577 31.8	402 21.5
	(3) I agree.	1129 29.6	599 33.0	519 27.8

Item Statement		Total N %	Male N %	Female N %
37. I plan to have a career.	Omit. . .	86 2.3	7 0.4	5 0.3
(1) I disagree		65 1.7	36 2.0	24 1.3
(2) Unsure		283 7.4	171 9.4	89 4.8
(3) I agree.		3375 88.6	1600 88.2	1752 93.7
38. I plan to have a career and a family.	Omit. .	89 2.3	11 0.6	4 0.2
(1) I disagree		198 5.2	119 6.6	73 3.9
(2) Unsure		644 16.9	339 18.7	280 15.0
(3) I agree.		2878 75.6	1345 74.1	1513 80.9
39. I feel good about myself.	Omit. . .	95 2.5	9 0.5	11 0.6
(1) I disagree		208 5.5	78 4.3	123 6.6
(2) Unsure		751 19.7	370 20.4	361 19.3
(3) I agree.		2755 72.3	1357 74.8	1375 73.5
40. My parents would support me in whatever career I choose.	Omit. . .	88 2.3	9 0.5	5 0.3
(1) I disagree		270 7.1	129 7.1	133 7.1
(2) Unsure		623 16.4	356 19.6	247 13.2
(3) I agree.		2828 74.2	1320 72.8	1485 79.4
41. My male friends would support me in whatever career I choose.	Omit. . .	91 2.4	8 0.4	5 0.3
(1) I disagree		167 4.4	97 5.3	65 3.5
(2) Unsure		839 22.0	484 26.7	334 17.9
(3) I agree.		2712 71.2	1225 67.5	1466 78.4
42. My female friends would support me in whatever career I choose.	Omit. . .	94 2.5	8 0.4	7 0.4
(1) I disagree		125 3.3	74 4.1	42 2.2
(2) Unsure		666 17.5	474 26.1	171 9.1
(3) I agree.		2924 76.8	1258 69.3	1650 88.2

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Table 7270.S
Student Career Survey

Item Statement	*Total* N %	*Male* N %	*Female* N %
43. I believe it is important to be independent and economically self-sufficient. Omit. . .	96 2.5	12 0.7	6 0.3
(1) I disagree	74 1.9	39 2.1	32 1.7
(2) Unsure	466 12.2	291 16.0	152 8.1
(3) I agree.	3173 83.3	1472 81.1	1680 89.8
44. I enjoy trying new and different things. Omit.	95 2.5	9 0.5	8 0.4
(1) I disagree	100 2.6	53 2.9	39 2.1
(2) Unsure	533 14.0	339 18.7	172 9.2
(3) I agree.	3081 80.9	1413 77.9	1651 88.3
45. I feel I can be whatever I want to be. Omit.	97 2.5	10 0.6	8 0.4
(1) I disagree	221 5.8	131 7.2	84 4.5
(2) Unsure	606 15.9	354 19.5	234 12.5
(3) I agree.	2885 75.7	1319 72.7	1544 82.6
46. I am good at making decisions. Omit. . .	104 2.7	14 0.8	12 0.6
(1) I disagree	337 8.8	121 6.7	209 11.2
(2) Unsure	1086 28.5	549 30.3	514 27.5
(3) I agree.	2282 59.9	1130 62.3	1135 60.7
47. The way I feel about my ability affects my willingness to try new things. Omit. . .	104 2.7	12 0.7	14 0.7
(1) I disagree	248 6.5	141 7.8	98 5.2
(2) Unsure	648 17.0	377 20.8	251 13.4
(3) I agree.	2809 73.7	1284 70.8	1507 80.6
48. Check one: Omit. . .	125 3.3	0 0.0	0 0.0
(1) Male	1814 47.6	1814 100.0	0 0.0
(2) Female	1870 49.1	0 0.0	1870 100.0
49. Check the grade you are in: Omit. . .	31 0.8	2 0.1	0 0.0
(1) 11th grade	643 16.9	327 18.0	311 16.6
(2) 12th grade	3135 82.3	1485 81.9	1559 83.4

Student Career Survey

Item Statement		Total N %	11Th N %	12Th N %
1.	I am encouraged to take courses that I need for careers of the future. Omit. . .	12 0.3	2 0.3	10 0.3
	(1) I disagree	366 9.6	46 7.2	316 10.1
	(2) Unsure	628 16.5	101 15.7	519 16.6
	(3) I agree.	2803 73.6	494 76.8	2290 73.0
2.	I would like to know more about future career possibilities. Omit. . .	6 0.2	2 0.3	4 0.1
	(1) I disagree	182 4.8	19 3.0	162 5.2
	(2) Unsure	521 13.7	80 12.4	434 13.8
	(3) I agree.	3100 81.4	542 84.3	2535 80.9
3.	Teachers actively encourage me to consider a wide range of career choices; including those that are nontraditional. Omit. . .	7 0.2	0 0.0	6 0.2
	(1) I disagree	1114 29.2	197 30.6	907 28.9
	(2) Unsure	1565 41.1	290 45.1	1268 40.4
	(3) I agree.	1123 29.5	156 24.3	954 30.4
4.	In our school, there are support groups for students choosing nontraditional careers. Omit. . .	13 0.3	2 0.3	11 0.4
	(1) I disagree	1822 47.8	308 47.9	1503 47.9
	(2) Unsure	1677 44.0	293 45.6	1368 43.6
	(3) I agree.	297 7.8	40 6.2	253 8.1
5.	The counselor maintains up-to-date career publications that help me make career choices. Omit. . .	18 0.5	3 0.5	15 0.5
	(1) I disagree	796 20.9	125 19.4	659 21.0
	(2) Unsure	1387 36.4	287 44.6	1089 34.7
	(3) I agree.	1608 42.2	228 35.5	1372 43.8
6.	Some courses in our school are boys courses and some are girls courses. Omit. . .	12 0.3	2 0.3	10 0.3
	(1) I disagree	1498 39.3	221 34.4	1266 40.4
	(2) Unsure	910 23.9	188 29.2	714 22.8
	(3) I agree.	1389 36.5	232 36.1	1145 36.5

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Table 7270.G
Student Career Survey

Item Statement	*Total* N %	*11Th* N %	*12Th* N %
7. Generally, teachers treat male and female students the same. Omit. . .	21 0.6	1 0.2	20 0.6
(1) I disagree	844 22.2	125 19.4	710 22.6
(2) Unsure	846 22.2	156 24.3	681 21.7
(3) I agree.	2098 55.1	361 56.1	1724 55.0
8. Teachers pay more attention to boys. Omit. . .	20 0.5	2 0.3	16 0.5
(1) I disagree	2311 60.7	389 60.5	1904 60.7
(2) Unsure	1186 31.1	219 34.1	956 30.5
(3) I agree.	292 7.7	33 5.1	259 8.3
9. Teachers pay more attention to girls. Omit. .	22 0.6	4 0.6	18 0.6
(1) I disagree	2125 55.8	344 53.5	1771 56.5
(2) Unsure	1190 31.2	210 32.7	968 30.9
(3) I agree.	472 12.4	85 13.2	378 12.1
10. Career and vocational courses are designed so the content is appropriate to both females and males. Omit. . .	38 1.0	6 0.9	32 1.0
(1) I disagree	232 6.1	29 4.5	201 6.4
(2) Unsure	1224 32.1	207 32.2	1002 32.0
(3) I agree.	2315 60.8	401 62.4	1900 60.6
11. Teachers expect the same achievement from females and males. Omit. . .	23 0.6	1 0.2	22 0.7
(1) I disagree	513 13.5	67 10.4	438 14.0
(2) Unsure	762 20.0	134 20.8	620 19.8
(3) I agree.	2511 65.9	441 68.6	2055 65.6
12. Most women work because of economic need. Omit. . .	12 0.3	1 0.2	11 0.4
(1) I disagree	892 23.4	125 19.4	764 24.4
(2) Unsure	1440 37.8	269 41.8	1154 36.8
(3) I agree.	1465 38.5	248 38.6	1206 38.5

Item Statement	Total N %	11Th N %	12Th N %
13. Ninety percent of women work for pay most of their life. Omit. . .	18 0.5	2 0.3	15 0.5
(1) I disagree	520 13.7	82 12.8	433 13.8
(2) Unsure	1819 47.8	308 47.9	1496 47.7
(3) I agree.	1452 38.1	251 39.0	1191 38.0
14. Women make up 15 percent (3 out of 20) physicians in the U.S. Omit. . .	19 0.5	0 0.0	19 0.6
(1) I disagree	244 6.4	43 6.7	196 6.3
(2) Unsure	2393 62.8	435 67.7	1938 61.8
(3) I agree.	1153 30.3	165 25.7	982 31.3
15. Physicians, who work in clinics, earn about $74,000 a year. Omit. . .	18 0.5	2 0.3	15 0.5
(1) I disagree	252 6.6	34 5.3	217 6.9
(2) Unsure	2672 70.1	476 74.0	2173 69.3
(3) I agree.	867 22.8	131 20.4	730 23.3
16. Nurses earn about $26,000 a year. Omit. . .	23 0.6	5 0.8	17 0.5
(1) I disagree	295 7.7	42 6.5	250 8.0
(2) Unsure	2587 67.9	462 71.9	2105 67.1
(3) I agree.	904 23.7	134 20.8	763 24.3
17. Women make up eight percent (2 out of 25) of the engineers in the U.S. Omit. . .	25 0.7	2 0.3	22 0.7
(1) I disagree	230 6.0	39 6.1	187 6.0
(2) Unsure	2565 67.3	471 73.3	2075 66.2
(3) I agree.	989 26.0	131 20.4	851 27.1
18. Most men will work for pay most of their lives. Omit. . .	24 0.6	2 0.3	20 0.6
(1) I disagree	90 2.4	13 2.0	76 2.4
(2) Unsure	641 16.8	117 18.2	508 16.2
(3) I agree.	3054 80.2	511 79.5	2531 80.7

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Table 7270.G
Student Career Survey

Item Statement	*Total* N %	*11Th* N %	*12Th* N %
19. Starting annual salary for engineers is $30,000. Omit. . .	30 0.8	1 0.2	28 0.9
(1) I disagree	204 5.4	37 5.8	165 5.3
(2) Unsure	2517 66.1	459 71.4	2039 65.0
(3) I agree.	1058 27.8	146 22.7	903 28.8
20. Ninety-nine percent of all secretaries are women. Omit. . .	17 0.4	0 0.0	16 0.5
(1) I disagree	297 7.8	54 8.4	241 7.7
(2) Unsure	1470 38.6	243 37.8	1215 38.8
(3) I agree.	2025 53.2	346 53.8	1663 53.0
21. Secretaries annually earn about $12,000. Omit.	21 0.6	1 0.2	19 0.6
(1) I disagree	359 9.4	52 8.1	304 9.7
(2) Unsure	2726 71.6	490 76.2	2216 70.7
(3) I agree.	703 18.5	100 15.6	596 19.0
22. Most men work because of economic need. Omit.	62 1.6	0 0.0	42 1.3
(1) I disagree	285 7.5	41 6.4	243 7.8
(2) Unsure	805 21.1	157 24.4	643 20.5
(3) I agree.	2657 69.8	445 69.2	2207 70.4
23. I think it is okay that both women and men are moving into jobs that may not be usual for their sex. Omit. . .	65 1.7	0 0.0	45 1.4
(1) I disagree	160 4.2	33 5.1	126 4.0
(2) Unsure	540 14.2	117 18.2	419 13.4
(3) I agree.	3044 79.9	493 76.7	2545 81.2
24. "Women's jobs" and "men's jobs" are becoming a thing of the past. Omit. . .	70 1.8	2 0.3	48 1.5
(1) I disagree	302 7.9	54 8.4	247 7.9
(2) Unsure	658 17.3	136 21.2	518 16.5
(3) I agree.	2779 73.0	451 70.1	2322 74.1

Item Statement		Total N %	11Th N %	12Th N %
25.	I expect to work at a paying job most of my life. Omit. . .	80 2.1	3 0.5	57 1.8
	(1) I disagree	114 3.0	21 3.3	91 2.9
	(2) Unsure	478 12.5	103 16.0	371 11.8
	(3) I agree.	3137 82.4	516 80.2	2616 83.4
26.	Women, as well as men, work to provide for themselves and for their families. Omit. . .	68 1.8	0 0.0	48 1.5
	(1) I disagree	92 2.4	21 3.3	71 2.3
	(2) Unsure	370 9.7	74 11.5	292 9.3
	(3) I agree.	3279 86.1	548 85.2	2724 86.9
27.	I would support a man's choice to be a nurse. Omit. . .	71 1.9	3 0.5	48 1.5
	(1) I disagree	243 6.4	65 10.1	178 5.7
	(2) Unsure	631 16.6	129 20.1	496 15.8
	(3) I agree.	2864 75.2	446 69.4	2413 77.0
28.	I would support a woman's choice to be a carpenter. Omit. . .	79 2.1	5 0.8	54 1.7
	(1) I disagree	249 6.5	61 9.5	187 6.0
	(2) Unsure	594 15.6	114 17.7	476 15.2
	(3) I agree.	2887 75.8	463 72.0	2418 77.1
29.	A person has a legal right to seek any job and may not be refused a job based on her or her sex. Omit. . .	72 1.9	1 0.2	51 1.6
	(1) I disagree	170 4.5	35 5.4	134 4.3
	(2) Unsure	437 11.5	84 13.1	350 11.2
	(3) I agree.	3130 82.2	523 81.3	2600 82.9
30.	I would consider owning my own business. Omit.	75 2.0	3 0.5	51 1.6
	(1) I disagree	329 8.6	60 9.3	269 8.6
	(2) Unsure	767 20.1	153 23.8	610 19.5
	(3) I agree.	2638 69.3	427 66.4	2205 70.3

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Table 7270.G
Student Career Survey

Item Statement		*Total* N	%	*11Th* N	%	*12Th* N	%
31.	Nearly half of single-parent families live in poverty. Omit. . .	75	2.0	4	0.6	51	1.6
	(1) I disagree	700	18.4	96	14.9	602	19.2
	(2) Unsure	2271	59.6	431	67.0	1832	58.4
	(3) I agree.	763	20.0	112	17.4	650	20.7
32.	Six out of ten people in poverty are women who are the main source of income for their families. Omit. . .	86	2.3	5	0.8	60	1.9
	(1) I disagree	317	8.3	51	7.9	264	8.4
	(2) Unsure	2235	58.7	411	63.9	1816	57.9
	(3) I agree.	1171	30.7	176	27.4	995	31.7
33.	My parents have helped me explore possible careers. Omit. . .	91	2.4	8	1.2	62	2.0
	(1) I disagree	801	21.0	140	21.8	658	21.0
	(2) Unsure	666	17.5	127	19.8	534	17.0
	(3) I agree.	2251	59.1	368	57.2	1881	60.0
34.	My parents know about job market demands and training required for jobs. Omit. . .	84	2.2	6	0.9	58	1.9
	(1) I disagree	662	17.4	95	14.8	564	18.0
	(2) Unsure	1208	31.7	221	34.4	982	31.3
	(3) I agree.	1855	48.7	321	49.9	1531	48.8
35.	I have learned about a wide variety of careers from watching TV. Omit. . .	92	2.4	6	0.9	65	2.1
	(1) I disagree	1175	30.8	190	29.5	983	31.4
	(2) Unsure	985	25.9	172	26.7	807	25.7
	(3) I agree.	1557	40.9	275	42.8	1280	40.8
36.	My friends and I generally have the same kinds of career goals. Omit. . .	90	2.4	4	0.6	65	2.1
	(1) I disagree	1584	41.6	249	38.7	1331	42.5
	(2) Unsure	1006	26.4	218	33.9	782	24.9
	(3) I agree.	1129	29.6	172	26.7	957	30.5

Item Statement		Total N %	11Th N %	12Th N %
37. I plan to have a career.	Omit. . .	86 2.3	5 0.8	60 1.9
(1) I disagree		65 1.7	12 1.9	52 1.7
(2) Unsure		283 7.4	64 10.0	214 6.8
(3) I agree.		3375 88.6	562 87.4	2809 89.6
38. I plan to have a career and a family.	Omit. .	89 2.3	6 0.9	62 2.0
(1) I disagree		198 5.2	32 5.0	165 5.3
(2) Unsure		644 16.9	139 21.6	499 15.9
(3) I agree.		2878 75.6	466 72.5	2409 76.8
39. I feel good about myself.	Omit. . .	95 2.5	6 0.9	68 2.2
(1) I disagree		208 5.5	48 7.5	157 5.0
(2) Unsure		751 19.7	144 22.4	602 19.2
(3) I agree.		2755 72.3	445 69.2	2308 73.6
40. My parents would support me in whatever career I choose.	Omit. . .	88 2.3	4 0.6	63 2.0
(1) I disagree		270 7.1	48 7.5	220 7.0
(2) Unsure		623 16.4	132 20.5	485 15.5
(3) I agree.		2828 74.2	459 71.4	2367 75.5
41. My male friends would support me in whatever career I choose.	Omit. . .	91 2.4	7 1.1	63 2.0
(1) I disagree		167 4.4	30 4.7	135 4.3
(2) Unsure		839 22.0	200 31.1	633 20.2
(3) I agree.		2712 71.2	406 63.1	2304 73.5
42. My female friends would support me in whatever career I choose.	Omit. . .	94 2.5	6 0.9	66 2.1
(1) I disagree		125 3.3	27 4.2	95 3.0
(2) Unsure		666 17.5	159 24.7	502 16.0
(3) I agree.		2924 76.8	451 70.1	2472 78.9

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Table 7270.G
Student Career Survey

Item Statement		*Total* N %	*11Th* N %	*12Th* N %
43.	I believe it is important to be independent and economically self-sufficient. Omit. . .	96 2.5	8 1.2	67 2.1
	(1) I disagree	74 1.9	12 1.9	60 1.9
	(2) Unsure	466 12.2	108 16.8	353 11.3
	(3) I agree.	3173 83.3	515 80.1	2655 84.7
44.	I enjoy trying new and different things. Omit.	95 2.5	10 1.6	64 2.0
	(1) I disagree	100 2.6	21 3.3	76 2.4
	(2) Unsure	533 14.0	110 17.1	417 13.3
	(3) I agree.	3081 80.9	502 78.1	2578 82.2
45.	I feel I can be whatever I want to be. Omit.	97 2.5	8 1.2	67 2.1
	(1) I disagree	221 5.8	40 6.2	180 5.7
	(2) Unsure	606 15.9	118 18.4	485 15.5
	(3) I agree.	2885 75.7	477 74.2	2403 76.7
46.	I am good at making decisions. Omit. . .	104 2.7	10 1.6	73 2.3
	(1) I disagree	337 8.8	69 10.7	267 8.5
	(2) Unsure	1086 28.5	209 32.5	870 27.8
	(3) I agree.	2282 59.9	355 55.2	1925 61.4
47.	The way I feel about my ability affects my willingness to try new things. Omit. . .	104 2.7	8 1.2	75 2.4
	(1) I disagree	248 6.5	36 5.6	209 6.7
	(2) Unsure	648 17.0	136 21.2	507 16.2
	(3) I agree.	2809 73.7	463 72.0	2344 74.8
48.	Check one: Omit. . .	125 3.3	5 0.8	91 2.9
	(1) Male	1814 47.6	327 50.9	1485 47.4
	(2) Female	1870 49.1	311 48.4	1559 49.7
49.	Check the grade you are in: Omit. . .	31 0.8	0 0.0	0 0.0
	(1) 11th grade	643 16.9	643 100.0	0 0.0
	(2) 12th grade	3135 82.3	0 0.0	3135 100.0

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Administrator Survey

	Item Statement		*Total* N %	*Male* N %	*Female* N %
1.	Develop and implement a district policy statement on sex equity.	Omit. . .	14 7.3	10 7.5	3 6.0
	(1) Not done.		24 12.6	14 10.4	9 18.0
	(2) In planning stage		36 18.8	28 20.9	7 14.0
	(3) Has been done		117 61.3	82 61.2	31 62.0
2.	Develop and implement a K-12 district-wide equity plan.	Omit. . .	19 9.9	10 7.5	7 14.0
	(1) Not done.		52 27.2	36 26.9	14 28.0
	(2) In planning stage		84 44.0	63 47.0	19 38.0
	(3) Has been done		36 18.8	25 18.7	10 20.0
3.	Develop and implement an inservice program for staff to become more aware of equity issues and actions that promote equity.	Omit. . .	14 7.3	8 6.0	5 10.0
	(1) Not done.		83 43.5	60 44.8	21 42.0
	(2) In planning stage		58 30.4	42 31.3	13 26.0
	(3) Has been done		36 18.8	24 17.9	11 22.0
4.	Collect and analyze staffing pattern data by female/male.	Omit. . .	22 11.5	10 7.5	10 20.0
	(1) Not done.		66 34.6	48 35.8	16 32.0
	(2) In planning stage		43 22.5	29 21.6	13 26.0
	(3) Has been done		60 31.4	47 35.1	11 22.0
5.	Actively select women to serve in leadership roles, such as department chairs, chairs of special committees, participants in leadership training sessions.	Omit. . .	6 3.1	4 3.0	1 2.0
	(1) Not done.		18 9.4	11 8.2	5 10.0
	(2) In planning stage		5 2.6	4 3.0	1 2.0
	(3) Has been done		162 84.8	115 85.8	43 86.0
6.	Actively select men to serve in supportive/ nurturing roles.	Omit. . .	13 6.8	7 5.2	4 8.0
	(1) Not done.		50 26.2	35 26.1	13 26.0
	(2) In planning stage		10 5.2	8 6.0	2 4.0
	(3) Has been done		118 61.8	84 62.7	31 62.0

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Table 7271.S
Administrator Survey

Item Statement		*Total* N %	*Male* N %	*Female* N %
7-11. Ensure that equal employment opportunity is practiced in:				
7. development of job descriptions and qualification requirements.	Omit. . .	5 2.6	4 3.0	1 2.0
	(1) Not done.	6 3.1	4 3.0	2 4.0
	(2) In planning stage	10 5.2	8 6.0	2 4.0
	(3) Has been done	170 89.0	118 88.1	45 90.0
8. advertisement.	Omit. . .	10 5.2	7 5.2	3 6.0
	(1) Not done.	6 3.1	4 3.0	2 4.0
	(2) In planning stage	4 2.1	4 3.0	0 0.0
	(3) Has been done	171 89.5	119 88.8	45 90.0
9. employment interviews.	Omit. . .	7 3.7	4 3.0	2 4.0
	(1) Not done.	5 2.6	1 0.7	4 8.0
	(2) In planning stage	4 2.1	4 3.0	0 0.0
	(3) Has been done	175 91.6	125 93.3	44 88.0
10. wages and benefits.	Omit. . .	7 3.7	4 3.0	3 6.0
	(1) Not done.	3 1.6	1 0.7	2 4.0
	(2) In planning stage	3 1.6	2 1.5	1 2.0
	(3) Has been done	178 93.2	127 94.8	44 88.0
11. opportunities for advancement.	Omit. . .	13 6.8	8 6.0	4 8.0
	(1) Not done.	5 2.6	1 0.7	4 8.0
	(2) In planning stage	5 2.6	3 2.2	2 4.0
	(3) Has been done	168 88.0	122 91.0	40 80.0
12. Assist staff in providing a bias-free environment for students.	Omit. . .	9 4.7	8 6.0	0 0.0
	(1) Not done.	40 20.9	22 16.4	16 32.0
	(2) In planning stage	59 30.9	41 30.6	17 34.0
	(3) Has been done	83 43.5	63 47.0	17 34.0

	Item Statement	Total N %	Male N %	Female N %
13.	Provide leadership in changing curriculum to ensure that both content and instructional materials are sex fair and help students prepare for expanding roles. Omit. . .	13 6.8	9 6.7	3 6.0
	(1) Not done.	25 13.1	18 13.4	5 10.0
	(2) In planning stage	46 24.1	27 20.1	18 36.0
	(3) Has been done	107 56.0	80 59.7	24 48.0
14.	Design the master class schedule to encourage sex fair enrollment patterns. For example, avoid scheduling a traditionally female class at the same time as a traditionally male class. Omit. . .	42 22.0	23 17.2	18 36.0
	(1) Not done.	21 11.0	12 9.0	7 14.0
	(2) In planning stage	19 9.9	15 11.2	3 6.0
	(3) Has been done	109 57.1	84 62.7	22 44.0
15.	Monitor class enrollment trends, paying particular attention to any class or program enrolling more than 75% of one sex. Omit. . .	31 16.2	16 11.9	12 24.0
	(1) Not done.	39 20.4	28 20.9	10 20.0
	(2) In planning stage	32 16.8	23 17.2	8 16.0
	(3) Has been done	89 46.6	67 50.0	20 40.0
16.	Promote the idea of equity and educational excellence to parents and community members through advisory committees, task forces, newsletters, etc. Omit. . .	16 8.4	10 7.5	4 8.0
	(1) Not done.	48 25.1	29 21.6	17 34.0
	(2) In planning stage	50 26.2	38 28.4	10 20.0
	(3) Has been done	77 40.3	57 42.5	19 38.0
17.	Ensure compliance with federal and state pupil nondiscrimination requirements. Omit. . .	14 7.3	8 6.0	4 8.0
	(1) Not done.	2 1.0	2 1.5	0 0.0
	(2) In planning stage	16 8.4	16 11.9	0 0.0
	(3) Has been done	159 83.2	108 80.6	46 92.0

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Table 7271.S
Administrator Survey

	Item Statement		*Total* N %	*Male* N %	*Female* N %
	18-22. The following activities are being used to promote equity:				
18.	required vocational exploratory courses for all students.	Omit. . .	19 9.9	9 6.7	7 14.0
	(1) Not done.		56 29.3	41 30.6	13 26.0
	(2) In planning stage		12 6.3	8 6.0	4 8.0
	(3) Has been done		104 54.5	76 56.7	26 52.0
19.	student orientation sessions which highlight nontraditional occupations and the training needed for these occupations.	Omit. . .	31 16.2	18 13.4	9 18.0
	(1) Not done.		42 22.0	31 23.1	10 20.0
	(2) In planning stage		20 10.5	18 13.4	2 4.0
	(3) Has been done		98 51.3	67 50.0	29 58.0
20.	prevocational classes or sessions that orient students to a nontraditional area.	Omit. . .	34 17.8	18 13.4	12 24.0
	(1) Not done.		50 26.2	36 26.9	13 26.0
	(2) In planning stage		25 13.1	22 16.4	2 4.0
	(3) Has been done		82 42.9	58 43.3	23 46.0
21.	peer support groups for students enrolled and considering enrolling in nontraditional classes.	Omit. . .	42 22.0	24 17.9	14 28.0
	(1) Not done.		119 62.3	83 61.9	33 66.0
	(2) In planning stage		20 10.5	18 13.4	2 4.0
	(3) Has been done		10 5.2	9 6.7	1 2.0
22.	active encouragement and support by counselors for students interested in nontraditional careers.	Omit. . .	25 13.1	13 9.7	9 18.0
	(1) Not done.		17 8.9	11 8.2	5 10.0
	(2) In planning stage		10 5.2	7 5.2	3 6.0
	(3) Has been done		139 72.8	103 76.9	33 66.0
23.	Check one:	Omit. . .	7 3.7	0 0.0	0 0.0
	(1) Male.		134 70.2	134 100.0	0 0.0
	(2) Female.		50 26.2	0 0.0	50 100.0

7272
Guidance Counselor Survey

Item Statement	*Total* N %	*Male* N %	*Female* N %
1. Encourage students to make academic, career, and personal decisions on the basis of individual abilities, informed interests and need rather than on the basis of their sex.			
Omit. . .	1 0.8	1 2.0	0 0.0
(1) Not done.	1 0.8	1 2.0	0 0.0
(2) In planning stage	0 0.0	0 0.0	0 0.0
(3) Has been done	131 98.5	49 96.1	73 100.0
2. Publicize current information about work force trends to point out the importance of increasing male and female options in career choices.			
Omit. . .	4 3.0	2 3.9	2 2.7
(1) Not done.	25 18.8	8 15.7	16 21.9
(2) In planning stage	17 12.8	5 9.8	9 12.3
(3) Has been done	87 65.4	36 70.6	46 63.0
3. Provide realistic information about students probable job futures (i.e., most women and men can expect to hold paying jobs even if they marry and have families).			
Omit. . .	5 3.8	3 5.9	2 2.7
(1) Not done.	4 3.0	2 3.9	0 0.0
(2) In planning stage	11 8.3	3 5.9	8 11.0
(3) Has been done	113 85.0	43 84.3	63 86.3
4. Encourage young women and young men to take courses that lead to economic self-sufficiency.			
Omit. . .	10 7.5	3 5.9	7 9.6
(1) Not done.	13 9.8	3 5.9	7 9.6
(2) In planning stage	6 4.5	3 5.9	3 4.1
(3) Has been done	104 78.2	42 82.4	56 76.7
5. Remind both girls and boys that math and science are required for jobs of the future; and that they should include these courses in their schedules.			
Omit. . .	3 2.3	2 3.9	1 1.4
(1) Not done.	5 3.8	2 3.9	2 2.7
(2) In planning stage	10 7.5	5 9.8	5 6.8
(3) Has been done	115 86.5	42 82.4	65 89.0

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Table 7272:S
Guidance Counselor Survey

	Item Statement	*Total* N %	*Male* N %	*Female* N %
6.	Point out that there is wage inequity by job area. (Typically "female jobs" pay lower salaries than typically "male jobs.") Omit.	5 3.8	2 3.9	3 4.1
	(1) Not done.	40 30.1	13 25.5	23 31.5
	(2) In planning stage	21 15.8	11 21.6	9 12.3
	(3) Has been done	67 50.4	25 49.0	38 52.1
7.	Discuss job salaries as they relate to career interest with both female and male students. Omit. . .	8 6.0	4 7.8	4 5.5
	(1) Not done.	18 13.5	4 7.8	13 17.8
	(2) In planning stage	11 8.3	4 7.8	7 9.6
	(3) Has been done	96 72.2	39 76.5	49 67.1
	8-11. Nontraditional career options are presented to students on a regular basis through:			
8.	pre-registration sessions. Omit. . .	26 19.5	6 11.8	20 27.4
	(1) Not done.	49 36.8	16 31.4	28 38.4
	(2) In planning stage	11 8.3	7 13.7	4 5.5
	(3) Has been done	47 35.3	22 43.1	21 28.8
9.	career fairs. Omit. . .	12 9.0	3 5.9	9 12.3
	(1) Not done.	33 24.8	11 21.6	20 27.4
	(2) In planning stage	25 18.8	12 23.5	10 13.7
	(3) Has been done	63 47.4	25 49.0	34 46.6
10.	guest speakers. Omit. . .	8 6.0	2 3.9	6 8.2
	(1) Not done.	26 19.5	12 23.5	13 17.8
	(2) In planning stage	14 10.5	3 5.9	10 13.7
	(3) Has been done	85 63.9	34 66.7	44 60.3
11.	career education materials/activities. Omit.	6 4.5	2 3.9	4 5.5
	(1) Not done.	3 2.3	2 3.9	1 1.4
	(2) In planning stage	13 9.8	2 3.9	8 11.0
	(3) Has been done	111 83.5	45 88.2	60 82.2

	Item Statement	Total N	Total %	Male N	Male %	Female N	Female %
12.	Statistics are collected and analyzed by course and program to determine patterns in male/female enrollments on a regular basis. (More than 75 percent enrollment of one sex is considered an area of concern.) Omit. . .	28	21.1	6	11.8	16	21.9
	(1) Not done.	69	51.9	28	54.9	38	52.1
	(2) In planning stage	11	8.3	6	11.8	5	6.8
	(3) Has been done	25	18.8	11	21.6	14	19.2
13.	There is a plan in operation that encourages students to enroll in nontraditional classes. Omit. . .	28	21.1	4	7.8	18	24.7
	(1) Not done.	46	34.6	21	41.2	24	32.9
	(2) In planning stage	14	10.5	8	15.7	6	8.2
	(3) Has been done	45	33.8	18	35.3	25	34.2
14.	The school is initiating new and earlier opportunities for students to explore non-traditional options at elementary and middle/ junior high levels. Omit. . .	23	17.3	6	11.8	11	15.1
	(1) Not done.	18	13.5	8	15.7	10	13.7
	(2) In planning stage	12	9.0	7	13.7	5	6.8
	(3) Has been done	80	60.2	30	58.8	47	64.4
15.	Nontraditional role models--both men and women, are used as speakers for career days, shadowing, mentoring, and classroom instruction. Omit.	14	10.5	1	2.0	7	9.6
	(1) Not done.	25	18.8	11	21.6	14	19.2
	(2) In planning stage	18	13.5	7	13.7	10	13.7
	(3) Has been done	76	57.1	32	62.7	42	57.5
16.	Students enrolled or who plan to enroll in nontraditional classes are supported through support groups and contacts with role models and counselors. Omit. . .	21	15.8	4	7.8	11	15.1
	(1) Not done.	70	52.6	28	54.9	41	56.2
	(2) In planning stage	18	13.5	11	21.6	7	9.6
	(3) Has been done	24	18.0	8	15.7	14	19.2

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Table 7272.S
Guidance Counselor Survey

	Item Statement	*Total* N %	*Male* N %	*Female* N %
17.	Counseling materials, including tests and inventories, are reviewed; those that may reinforce bias and stereotyping are modified or eliminated. Omit. . .	14 10.5	2 3.9	6 8.2
	(1) Not done.	17 12.8	6 11.8	10 13.7
	(2) In planning stage	14 10.5	8 15.7	6 8.2
	(3) Has been done	88 66.2	35 68.6	51 69.9
18.	Career counseling materials are current, reflecting new and emerging and non-traditional occupations. Omit. . .	8 6.0	0 0.0	2 2.7
	(1) Not done.	5 3.8	1 2.0	4 5.5
	(2) In planning stage	24 18.0	11 21.6	13 17.8
	(3) Has been done	96 72.2	39 76.5	54 74.0
19.	Find and use materials that show the changing roles of men and women in our society both in the family and in the workplace. Omit. . .	8 6.0	0 0.0	2 2.7
	(1) Not done.	7 5.3	4 7.8	3 4.1
	(2) In planning stage	22 16.5	10 19.6	12 16.4
	(3) Has been done	96 72.2	37 72.5	56 76.7
20.	Coordinate bulletin boards and displays that portray women and men working at a variety of jobs, including nontraditional jobs. Omit. . .	10 7.5	2 3.9	2 2.7
	(1) Not done.	53 39.8	21 41.2	31 42.5
	(2) In planning stage	17 12.8	6 11.8	11 15.1
	(3) Has been done	53 39.8	22 43.1	29 39.7
21.	Assist in planning staff development activities on equity issues. Omit. . .	16 12.0	4 7.8	5 6.8
	(1) Not done.	78 58.6	29 56.9	47 64.4
	(2) In planning stage	15 11.3	5 9.8	10 13.7
	(3) Has been done	24 18.0	13 25.5	11 15.1

	Item Statement	Total N %	Male N %	Female N %
22.	Model sex fair behavior in actions and words, conveying to others the importance of equality and appropriateness for both sexes of a wide range of roles and interests. Omit.	11 8.3	1 2.0	3 4.1
	(1) Not done.	7 5.3	6 11.8	1 1.4
	(2) In planning stage	10 7.5	7 13.7	3 4.1
	(3) Has been done	105 78.9	37 72.5	66 90.4
23.	Developmental guidance is being implemented in this district. Omit. . .	9 6.8	1 2.0	1 1.4
	(1) Not done.	0 0.0	0 0.0	0 0.0
	(2) In planning stage	20 15.0	11 21.6	9 12.3
	(3) Has been done	104 78.2	39 76.5	63 86.3
24.	Check one: Omit. . .	9 6.8	0 0.0	0 0.0
	(1) Male.	51 38.3	51 100.0	0 0.0
	(2) Female.	73 54.9	0 0.0	73 100.0

7274
Teaching Staff Survey

Item Statement	Total N %	Male N %	Female N %
1. Review curriculum, content, activities and projects for appropriateness to both females and males on a regular basis. Omit. . .	54 2.2	12 1.5	38 2.4
(1) Not done.	574 23.4	173 22.3	393 24.4
(2) In planning stage	264 10.8	72 9.3	184 11.4
(3) Has been done	1561 63.6	519 66.9	996 61.8
2. Eliminate or modify materials or activities that may reinforce bias and stereotyping. Omit. . .	43 1.8	13 1.7	25 1.6
(1) Not done.	336 13.7	119 15.3	211 13.1
(2) In planning stage	271 11.0	88 11.3	177 11.0
(3) Has been done	1803 73.5	556 71.6	1198 74.4
3. Collect and analyze enrollment statistics by course and program to determine male/female enrollment patterns. Omit. . .	277 11.3	57 7.3	209 13.0
(1) Not done.	1449 59.1	440 56.7	976 60.6
(2) In planning stage	158 6.4	64 8.2	89 5.5
(3) Has been done	569 23.2	215 27.7	337 20.9
4. Infuse ideas about careers in lesson plans. Incorporate current information on changing trends in the work force. Discuss the importance of expanding female and male choices in careers. Omit. . .	48 2.0	13 1.7	31 1.9
(1) Not done.	286 11.7	107 13.8	175 10.9
(2) In planning stage	311 12.7	120 15.5	185 11.5
(3) Has been done	1808 73.7	536 69.1	1220 75.7
5. Reinforce realistic job futures, (i.e., most women and men can expect to hold paying jobs even if they marry and have families.) Omit.	65 2.6	20 2.6	40 2.5
(1) Not done.	337 13.7	124 16.0	206 12.8
(2) In planning stage	228 9.3	85 11.0	134 8.3
(3) Has been done	1823 74.3	547 70.5	1231 76.4

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Table 7274.S
Teaching Staff Survey

	Item Statement	*Total* N %	*Male* N %	*Female* N %
6.	Use materials that show the changing roles of men and women, both in the workplace and in the family. Omit. . .	76 3.1	23 3.0	47 2.9
	(1) Not done.	439 17.9	200 25.8	235 14.6
	(2) In planning stage	280 11.4	100 12.9	173 10.7
	(3) Has been done	1658 67.6	453 58.4	1156 71.8
7.	Plan student activities that help female and male students work together more effectively. Omit. . .	38 1.5	9 1.2	25 1.6
	(1) Not done.	193 7.9	86 11.1	103 6.4
	(2) In planning stage	163 6.6	64 8.2	96 6.0
	(3) Has been done	2059 83.9	617 79.5	1387 86.1
8.	Design course information materials such as brochures, course descriptions and handouts to encourage both females and males to enroll. Omit. . .	374 15.2	59 7.6	298 18.5
	(1) Not done.	1151 46.9	309 39.8	822 51.0
	(2) In planning stage	167 6.8	66 8.5	95 5.9
	(3) Has been done	761 31.0	342 44.1	396 24.6
9.	Evaluate teaching behaviors that encourage equity, (e.g., nonsexist langauge, discipline, and reinforcement as well as equal attention to females and males). Omit.	69 2.8	8 1.0	22 1.4
	(1) Not done.	242 9.9	82 10.6	160 9.9
	(2) In planning stage	213 8.7	67 8.6	142 8.8
	(3) Has been done	1929 78.6	619 79.8	1287 79.9
10.	Portray females and males in both traditional and nontraditional roles during discussions and visually in materials and displays such as bulletin boards. Omit. . .	86 3.5	15 1.9	30 1.9
	(1) Not done.	288 11.7	136 17.5	150 9.3
	(2) In planning stage	233 9.5	74 9.5	157 9.7
	(3) Has been done	1846 75.3	551 71.0	1274 79.1

	Item Statement	Total N %	Male N %	Female N %
11.	Incorporate the topics of sex discrimination, stereotyping and bias into regular course content and discussions whenever possible.			
	Omit. . .	119 4.9	20 2.6	60 3.7
	(1) Not done.	550 22.4	187 24.1	360 22.3
	(2) In planning stage	246 10.0	73 9.4	170 10.6
	(3) Has been done	1538 62.7	496 63.9	1021 63.4
12.	Help arrange for nontraditional role models, both men and women, to be speakers for career days, shadowing, mentoring, and classroom instruction.			
	Omit. . .	182 7.4	40 5.2	99 6.1
	(1) Not done.	1050 42.8	384 49.5	655 40.7
	(2) In planning stage	362 14.8	113 14.6	247 15.3
	(3) Has been done	859 35.0	239 30.8	610 37.9
13.	Involve students in identifying examples of sex discrimination, stereotyping and bias in text-books, curriculum materials, and media. Omit.	166 6.8	35 4.5	89 5.5
	(1) Not done.	1101 44.9	353 45.5	742 46.1
	(2) In planning stage	291 11.9	88 11.3	199 12.4
	(3) Has been done	895 36.5	300 38.7	581 36.1
14.	Assist both boys and girls in recognizing that it is very likely their adult roles will include paid work, parenting and homemaking.			
	Omit. . .	105 4.3	21 2.7	46 2.9
	(1) Not done.	424 17.3	182 23.5	241 15.0
	(2) In planning stage	209 8.5	69 8.9	137 8.5
	(3) Has been done	1715 69.9	504 64.9	1187 73.7
15.	Model sex-fair behavior in actions and words conveying to others the importance of equality.			
	Omit. . .	78 3.2	18 2.3	20 1.2
	(1) Not done.	126 5.1	54 7.0	70 4.3
	(2) In planning stage	140 5.7	66 8.5	71 4.4
	(3) Has been done	2109 86.0	638 82.2	1450 90.0

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Table 7274.S
Teaching Staff Survey

	Item Statement		Total N %	Male N %	Female N %
16.	Check one:	Omit. . .	66 2.7	0 0.0	0 0.0
	(1) Male.		776 31.6	776 100.0	0 0.0
	(2) Female.		1611 65.7	0 0.0	1611 100.0
17.	Indicate the level(s) at which you are assigned:	Omit. . .	65 2.6	4 0.5	20 1.2
	(1) elementary (K-6).		1142 46.6	193 24.9	940 58.3
	(2) junior high (7-8)		507 20.7	209 26.9	294 18.2
	(3) senior high (9-12).		871 35.5	443 57.1	416 25.8
	(4) K-12 specialist		155 6.3	33 4.3	121 7.5
18.	Which of the following best describes the area you teach:	Omit. . .	49 2.0	3 0.4	5 0.3
	(1) general (elementary, math, English, physical education, music, etc)		1769 72.1	579 74.6	1173 72.8
	(2) vocational (agriculture education, business education, technology education etc). . .		227 9.3	112 14.4	113 7.0
	(3) other (special/alternative programs). . .		449 18.3	94 12.1	349 21.7

Item Statement		K-6 N %	7-8 N %	9-12 N %	K-12 Spec. N %
1.	Review curriculum, content, activities and projects for appropriateness to both females and males, on a regular basis. Omit.	26 2.3	5 1.0	19 2.2	3 1.9
	(1) Not done.	301 26.4	108 21.3	180 20.7	35 22.6
	(2) In planning stage	149 13.0	50 9.9	67 7.7	13 8.4
	(3) Has been done	666 58.3	344 67.9	605 69.5	104 67.1
2.	Eliminate or modify materials or activities that may reinforce bias and stereotyping. Omit.	25 2.2	2 0.4	14 1.6	1 0.6
	(1) Not done.	151 13.2	67 13.2	126 14.5	25 16
	(2) In planning stage	139 12.2	63 12.4	80 9.2	21 13.5
	(3) Has been done	827 72.4	375 74.0	651 74.7	108 69.7
3.	Collect and analyze enrollment statistics by course and program to determine in male/female enrollment patterns. Omit.	180 15.8	42 8.3	49 5.6	20 12.9
	(1) Not done.	721 63.1	293 57.8	463 53.2	81 52
	(2) In planning stage	62 5.4	35 6.9	68 7.8	9 6
	(3) Has been done	179 15.7	137 27.0	291 33.4	45 29
4.	Infuse ideas about careers in lesson plans. Incorporate current information on changing trends in the work force. Discuss the importance of expanding female and male choices in careers. Omit.	26 2.3	3 0.6	12 1.4	8 5.2
	(1) Not done.	108 9.5	69 13.6	116 13.3	18 11.6
	(2) In planning stage	111 9.7	72 14.2	133 15.3	25 16.1
	(3) Has been done	897 78.5	363 71.6	610 70.0	104 67.1
5.	Reinforce realistic job futures, (i.e., most women and men can expect to hold paying jobs even if they marry and have families.) Omit.	32 2.8	12 2.4	21 2.4	5 3.2
	(1) Not done.	151 13.2	72 14.2	123 14.1	23 14.8
	(2) In planning stage	103 9.0	46 9.1	75 8.6	17 11.0
	(3) Has been done	856 75.0	377 74.4	652 74.9	110 71.0

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Table 7274.G
Teaching Staff Survey

Item Statement		*K-6* *N* %	*7-8* *N* %	*9-12* *N* %	*K-12 Spec.* *N* %
6. Use materials that show the changing roles of men and women, both in the workplace and in the family.	Omit. .	37 3.2	15 3.0	26 3.0	8 5.2
	(1) Not done.	142 12.4	115 22.7	213 24.5	31 20.0
	(2) In planning stage	124 10.9	76 15.0	89 10.2	17 11.0
	(3) Has been done	839 73.5	301 59.4	543 62.3	99 63.9
7. Plan student activities that help female and male students work together more effectively.	Omit. .	12 1.1	8 1.6	14 1.6	6 3.9
	(1) Not done.	50 4.4	40 7.9	103 11.8	14 9.0
	(2) In planning stage	60 5.3	35 6.9	74 8.5	12 7.7
	(3) Has been done	1020 89.3	424 83.6	680 78.1	123 79.4
8. Design course information materials such as brochures, course descriptions and handouts to encourage both females and males to enroll.	Omit. .	260 22.8	51 10.1	52 6.0	26 16.8
	(1) Not done.	645 56.5	221 43.6	294 33.8	62 40.0
	(2) In planning stage	57 5.0	47 9.3	79 9.1	10 6.5
	(3) Has been done	180 15.8	188 37.1	446 51.2	57 36.8
9. Evaluate teaching behaviors that encourage equity, (e.g. nonsexit language, discipline, and reinforcement as well as equal attention to males and females.) attention to females/males).	Omit. .	14 1.2	5 1.0	11 1.3	2 1.3
	(1) Not done.	108 9.5	46 9.1	89 10.2	20 12.9
	(2) In planning stage	88 7.7	46 9.1	80 9.2	16 10.3
	(3) Has been done	932 81.6	410 80.9	691 79.3	117 75.5
10. Portray females and males in both traditional and nontraditional roles during discussions and visually in materials and displays such as bulletin boards.	Omit. .	16 1.4	11 2.2	18 2.1	7 4.5
	(1) Not done.	80 7.0	73 14.4	151 17.3	23 14.8
	(2) In planning stage	93 8.1	60 11.8	92 10.6	15 9.7
	(3) Has been done	953 83.5	363 71.6	610 70.0	110 71.0

Item Statement	K-6 N %	7-8 N %	9-12 N %	K-12 Spec. N %
11. Incorporate the topics of sex discrimination, stereotyping and bias into regular course content and discussions whenever possible. Omit. .	51 4.5	9 1.8	19 2.2	11 7.1
(1) Not done.	277 24.3	95 18.7	191 21.9	38 24.5
(2) In planning stage	131 11.5	57 11.2	72 8.3	15 9.7
(3) Has been done	683 59.8	346 68.2	589 67.6	91 58.7
12. Help arrange for nontraditional role models, both men and women, to be speakers for career days, shadowing, mentoring, and classroom instruction. Omit. .	75 6.6	29 5.7	38 4.4	18 11.6
(1) Not done.	418 36.6	242 47.7	438 50.3	75 48.4
(2) In planning stage	163 14.3	97 19.1	143 16.4	13 8.4
(3) Has been done	486 42.6	139 27.4	252 28.9	49 31.6
13. Involve students in identifying examples of sex discrimination, stereotyping and bias in textbooks, curriculum materials, and media. Omit. .	84 7.4	15 3.0	25 2.9	13 8.4
(1) Not done.	568 49.7	209 41.2	365 41.9	67 43.2
(2) In planning stage	127 11.1	70 13.8	110 12.6	19 12.3
(3) Has been done	363 31.8	213 42.0	371 42.6	56 36.1
14. Assist both boys and girls in recognizing that it is very likely their adult roles will include paid work, parenting and homemaking. Omit. .	28 2.5	15 3.0	28 3.2	5 3.2
(1) Not done.	154 13.5	106 20.9	189 21.7	33 21.3
(2) In planning stage	106 9.3	52 10.3	66 7.6	8 5.2
(3) Has been done	854 74.8	334 65.9	588 67.5	109 70.3
15. Model sex-fair behavior in actions and words conveying to others the importance of equality. Omit. .	17 1.5	6 1.2	13 1.5	2 1.3
(1) Not done.	54 4.7	22 4.3	45 5.2	13 8.4
(2) In planning stage	62 5.4	33 6.5	56 6.4	10 6.5
(3) Has been done	1009 88.4	446 88.0	757 86.9	130 83.9

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Table 7274.G
Teaching Staff Survey

	Item Statement		K-6 N %	7-8 N %	9-12 N %	K-12 Spec. N %
16.	Check one:	Omit. .	9 0.8	4 0.8	12 1.4	1 0.6
	(1) Male.		193 16.9	209 41.2	443 50.9	33 21.3
	(2) Female.		940 82.3	294 58.0	416 47.8	121 78.1
17.	Indicate the level(s) at which you are assigned:	Omit. .	0 0.0	0 0.0	0 0.0	0 0.0
	(1) elementary (K-6).		1142 100.0	71 14.0	34 3.9	14 9.0
	(2) junior high (7-8)		71 6.2	507 100.0	175 20.1	7 4.5
	(3) senior high (9-12).		34 3.0	175 34.5	871 100.0	22 14.2
	(4) K-12 specialist		14 1.2	7 1.4	22 2.5	155 100.0
18.	Which of the following best describes the area you teach:	Omit. .	2 0.2	2 0.4	2 0.2	0 0.0
	(1) general (elementary, math, English, physical education, music, etc)		966 84.6	332 65.5	548 62.9	64 41.3
	(2) vocational (agriculture education business education, technology education).		9 0.8	77 15.2	198 22.7	8 5.2
	(3) other (special/alternative programs). .		176 15.4	106 20.9	151 17.3	94 60.6